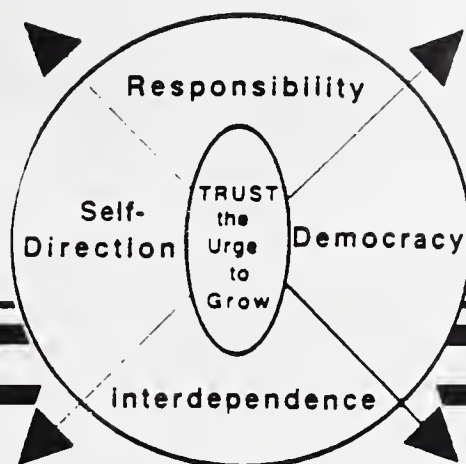


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MARTHA'S VINEYARD CHARTER SCHOOL APPLICATION

GOVERNMENT DOCUMENTS
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If we build it...they will come



MARTHA'S VINEYARD CHARTER SCHOOL

February 14, 1994

Ms. Piedad Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

ATTN: Charter Schools

Dear Ms. Robertson,

Enclosed you will find our application for the formation of a Charter School on Martha's Vineyard. THANK YOU for your work on behalf of the Commonwealth in allowing us to create "break the mold" Charter Schools which will enhance the educational opportunities throughout the state. Thanks in particular to Jose Afonso for providing assistance during this application process.

Included with this application is a copy of a letter sent to our legislative liaison, Doug Ewing, regarding our request for exemption from MGL chapter 71 section 89, see Appendix A. The exemption we are seeking will allow children from the different Island towns to attend a regional charter school. This is a pressing need for the Island and a critical focus of the Martha's Vineyard Charter School. We hope this will not delay the processing of our application and that you will give careful deliberation to our status as an island. For the purposes of this application we would like the entire island to be considered as one town.

We have broad based collective and individual support that details the need for a regional K-12 program on Martha's Vineyard. Going from the isolation of one room schoolhouses scattered island wide to the inception of a regional high school in the 1960's we are now proposing to connect all island neighborhoods through the formation of the Martha's Vineyard Charter School, thus providing the Vineyard with one choice.

If you have **any** concerns or questions regarding this application, our contact person here on the **Vineyard** is Nelia Decker, 508-693-1806. We look forward to hearing from you soon.

Thank you for your time and consideration.

Respectfully,



The Steering Committee
Martha's Vineyard Charter School

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

RECEIVED
EXECUTIVE OFFICE OF EDUCATION

Please print or type:

Name of organization/group filing for charter school status

Contact Person Name:	Nelia Hubbard Decker	
Signature:	Nelia Hubbard Decker	Date: 2/14/1994
Title:	CHARTER SCHOOL STEERING COMMITTEE	
Address:	PO Box 1674	
City:	Vineyard Haven	
State:	MA	
Zip:	02568	
Telephone:	508 693-1806	
Fax:	508 693-7068	

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: <u>Claudia Ewing</u>	Signature: <u>[Signature]</u>	Date: <u>2/14/94</u>
Address: <u>RFD 602</u>	City: <u>Edgartown</u> State: <u>ma.</u>	Zip: <u>02534</u> Tel: <u>627-8851</u>
Name: <u>Lori DiGiacomo</u>	Signature: <u>[Signature]</u>	Date: <u>14 February 1994</u>
Address: <u>PO Box 1281</u>	City: <u>Vineyard Haven</u> State: <u>MA</u>	Zip: <u>02568</u> Tel: <u>508-693-3464</u>
Name: <u>Charlotte Costa</u>	Signature: <u>[Signature]</u>	Date: <u>2.14.94</u>
Address: <u>Capawock Rd</u>	City: <u>West Tisbury</u> State: <u>MA</u>	Zip: <u>02575</u> Tel: <u>508.693.0889</u>
Name: <u>Robert Kira</u>	Signature: <u>[Signature]</u>	Date: <u>2.14.94</u>
Address: <u>Deep Bottom Rd</u>	City: <u>West Tisbury</u> State: <u>ma</u>	Zip: <u>02575</u> Tel: <u>508-693-8028</u>
Name: <u>Martha Thurlow</u>	Signature: <u>[Signature]</u>	Date: <u>2.14.94</u>
Address: <u>P.O. Box 1836</u>	City: <u>Vineyard Haven</u> State: <u>Ma.</u>	Zip: <u>02568</u> Tel: <u>508-693-6748</u>
Name: <u>Sidney Morris</u>	Signature: <u>[Signature]</u>	Date: <u>2.14.94</u>
Address: <u>Star Rte #124</u>	City: <u>Edgartown</u> State: <u>MA</u>	Zip: <u>02539</u> Tel: <u>508-627-8894</u>
Name: <u>Margaret Knight</u>	Signature: <u>[Signature]</u>	Date: <u>2.14.94</u>
Address: <u>Star Rte #124</u>	City: <u>Edgartown</u> State: <u>MA</u>	Zip: <u>02539</u> Tel: <u>508-627-8894</u>
Name: <u>PAUL KARASIK</u>	Signature: <u>[Signature]</u>	Date: <u>2.14.94</u>
Address: <u>PO BOX # 88</u>	City: <u>W. TISBURY</u> State: <u>MA</u>	Zip: <u>02575</u> Tel: <u>508-693-4054</u>

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Nellie Hubbard Decker Signature: Nellie Hubbard Decker Date: 2/14/94
Street: off Tiah's Court West Tisbury Zip: 02568
Address: mail: PO Box 1674 City: Vineyard Haven State: MA Tel: 508 643 1806

Name: Ellen O'Brien Signature: Ellen O'Brien Date: 2/14/94
Address: Box 213 City: West Tisbury State: MA Zip: 02575
Tel: 508 643 6479

Name: _____ Signature: _____ Date: _____
Address: _____ City: _____ State: _____ Zip: _____
Tel: _____

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Tel: _____

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

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- Appendix C: Dept. of Employment and Training Statistics
- Appendix D: US Dept. of Commerce: Census
- Appendix E: MDPH, Bureau of Substance Abuse
- Appendix F: MV Regional High School Profile
- Appendix G: MV Non-profit Agencies
- Appendix H: Press release and media coverage
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- Appendix J: Martha's Vineyard Map
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MARTHA'S VINEYARD CHARTER SCHOOL APPLICATION

1. MISSION STATEMENT:

Describe the core philosophy or underlying purpose of the proposed school.

It is the mission of the Martha's Vineyard Charter School to create a school that trusts in the natural growth of all members and:

- enables the *individual student* to direct his/her own learning
- enables the *group* to make decisions together and celebrate the unique contribution of each member
- enables the *community* to support and interact with the school body,

thereby sustaining a true learning environment that affirms interdependence as the foundation of society.

2. SCHOOL OBJECTIVES

A. What are the school's broad academic objectives for student learning?

Thinking Skills - Students will learn to think clearly and creatively, to solve problems, to make decisions and generate new ideas, to recognize patterns in people, events and the world, and to predict from those patterns, and to make connections between seemingly unrelated things.

Communications - Students will learn to understand others and make themselves understood using reading, writing, speaking, listening, the arts, a second language, technology, and the media.

Essential Knowledge - Students will gather a body of basic knowledge in mathematics, scientific thought, language, literature, culture, the arts, history, geography and civics.

B. Describe any non-academic goals for student performance.

Tolerance - Students will gain an awareness of multi-cultural ,multi-age, and inter-generational issues and recognize and respect the beliefs and practices of others.

Lifelong learning -To prepare them for a life of learning, students will learn to access information, to identify and develop their own learning styles, and to become actively curious about their world.

Contributions to the larger community - Students will understand democracy, civility, citizenship, and their rights and responsibilities as members of their society, and will participate in community work and service.

~~**Human relations**~~ - Students will learn to recognize their feelings and handle them safely as they work cooperatively with others.

C. What type of community environment do you hope to foster at your school?

Agreement on a set of principles unites all members of the school community. Each member's respect for the humanity, thoughts, feelings, boundaries, and rights of all other members of the school community is what ensures a climate of safety. In this environment risks can be taken and learning will occur. Everyone is entitled to a voice and to a share of ownership in the decision-making process.

3. STATEMENT OF NEED:

A. Why is there a need for this type of school?

Martha's Vineyard is an Island with six distinct towns, five of which operate their own elementary schools. Students must attend the school in the town where they live. A regional high school with an academic and vocational program currently based on ability grouping provides the only secondary education. Except for a growing home schooling population, there are at this time no local independent school options for children above preschool age. Only through social and extracurricular activities are children from the different towns able to get to know one another before they enter the high school. School choice does not exist.

Martha's Vineyard has the lowest median year-round income in the state. Although some students attend private schools off the island, this is an expense few can afford. This option is also limited by our geographical isolation.

B. Explain why a charter school would help to effectively address this need.

The Martha's Vineyard Charter School will provide a new option for a truly child-centered education where teachers, students, and parents, as a team, will be free to develop individualized education plans and to respond as needed to opportunities and changes. It will be a regional school, available to children from all towns on the island. Students whose needs are not met by the school in their town would have the option of attending the Martha's Vineyard Charter School. This will create a regional aspect to education at all levels and a freedom to choose where none existed before.

A **major focus** of the Martha's Vineyard Charter School would be to **provide opportunities** for community involvement, through ~~apprenticeships~~, **partnerships**, or mentorships. There are few corporate models here, many individuals run their own businesses and work for themselves. They model the possibilities of independent livelihood for our children. Active participation with the community will enable our students to see the options that exist for them and give them the tools and traditions they need to build their own futures.

In addition, the island's population includes many men and women with diverse talents and skills: carpenters, writers, artists, fishermen and more. The Charter School will draw upon such people, most of whom who are not now involved in the school system, to teach, share, and pass on the traditions of island life.

4. SCHOOL DEMOGRAPHICS:

A. Describe the area where the school will be located.

Please refer to Section Fifteen (15).

B. Why was the location selected?

Please refer to Section Fifteen (15).

C. Describe any unique characteristics of the student population to be served.

The island of Martha's Vineyard is physically isolated. Its year-round population of 14,000 people makes it a small rural setting. The island feels safe, people know each other and look after each other. A very strong sense of community is felt by the island's student population; see the attached report (Appendix B) of the Teen Assessment Project, which found that 81% of island teens felt that if they were to do something wrong, other adults would probably tell their parents, and that 70% felt that if they were having a serious personal problem there would be a nonparental adult with whom they could talk.

Dukes County (Martha's Vineyard) has the lowest median family income of any county in Massachusetts. It has the state's highest unemployment rate: an average of 1,000 a week during the winter. See attached statistics of Massachusetts Department of Employment and Training (Appendix C) and the U.S. Department of Commerce: Business Census (Appendix D).

Martha's Vineyard adults and teens suffer from substance abuse at a significantly higher level than other Massachusetts locations. See the **attached statistics** from the Massachusetts Department of Public Health **Bureau of Substance Abuse Services** (Appendix E), and the **Teen Assessment Project report** (Appendix B). Vineyard teens suffer from boredom and depression at a much higher than average rate. (See Teen Assessment Project report pp. 8 and 12. That report also notes, on page 38, that 40% of teens do not enjoy going to school. See Appendix B)

The overall picture is of a community rich in natural resources and

with a strong sense of community, yet with many young people whose needs are not being met.

Vineyard children want to live here as adults. However, given the island's limited economic alternatives, few are able to make a living here. (See attached Martha's Vineyard Regional High School statistics, Appendix F) Many can only live here when they retire. This community's willingness to nurture each other and the environment is seen in the attached list of non-profit agencies and organizations that flourish on Martha's Vineyard. (See Appendix G). The community's potential for building bridges to its student population is enormous but as yet untapped. Working with these agencies, our school will guide students to find creative ways to thrive and remain in their own community.

D. What is the school's anticipated enrollment?

We expect an initial full enrollment of 150 students. As the facilities become available to accommodate a larger enrollment, we will preserve a student-teacher ratio of 10-15:1.

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

We plan to include the population that has traditionally been divided into K-12 grade levels. Because we are organizing the school around diverse and extensive multi-age groupings, actual group sizes will vary. We will refer to our overall population as ages 5-19.

5. RECRUITING AND MARKETING PLAN:

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

The island's finite border enables us to disseminate information easily. Open meetings, speakers, workshops and feature articles in both local newspapers have so far provided us with a large number of interested families, teachers and community members. We will continue to publicize the school in these ways to reach out to our multi-cultured, multi-ethnic community.

B. Specifically, what type of outreach will be made to potential students and their families?

We will reach out by participating in special meetings with, among others, the Parent Teacher Organizations in each of the island's five elementary schools and the regional high school, the All-Island Board of Guidance Counselors, the Cabinet of Principals, the two teachers associations, the Wampanoag Tribe, the NAACP, and the island's social service agencies. We will make presentations, open to all community members, explaining the charter school concept, its economic impact on the island and our specific philosophy of education. (See press release, Appendix H.)

6. ADMISSIONS POLICY:

A. Describe the admission methods and standards you will use to select students.

The Martha's Vineyard Charter School will be open to all students, on a space-available basis, and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement. The Martha's Vineyard Charter School will adhere to MGL chapter 71 section 89 and 601 CMR section 1.05 regarding all enrollment and admission procedures.

(Please refer to Appendix A stating that legislation is being filed seeking to establish Martha's Vineyard as a single jurisdiction for the purpose of Charter School admissions according to MGL chapter 71 section 89)

The method of admission to the Martha's Vineyard Charter School will be an application process which will include, but not be limited to, interviews with prospective students and their families in conjunction with visits to the school. Prospective students and their families must also show a willingness and desire to design, in concert with their advisor, a Personal Education Plan.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Our open, non-discriminatory policy will provide a choice for all eligible students and families living on Martha's Vineyard, thus helping to create an integrated all-island community where diversity is celebrated with a common goal: learning.

7. PROFILE OF FOUNDING COALITION:

A. Describe the make-up of the group or partnership that is working together to apply for a charter.

The Martha's Vineyard Charter School partnership comprises over 100 parents, educators, and other interested community members from across the island. Most island towns are represented on the Steering Committee that wrote this application. Steering Committee members have a wide variety of backgrounds (see attached list), bringing to the project their experience in education, parenting, the arts, business, fundraising, health, and social services. All are actively involved in their communities through the schools of their children, the local hospital, public libraries, and community service and other non-profit organizations. In addition, all members of the Steering Committee have teaching experience; seven of its ten members are certified teachers.

B. Discuss how the group came together.

The group came together because of its members' interest in education and commitment to children, the development and progress of the Education Reform Act, and the seminar offered by the state called "Charting the Course: Public School Options for the 1990's." Through open meetings advertised in the local papers, the Steering Committee grew from the original seven people who attended the seminar to its present size of ten working members. The large group which attends the open meetings held every two weeks has grown to over 100 families. The group as a whole has no affiliation with "existing schools, educational programs, businesses, or non-profits," but its individual members are connected across the island through its schools, libraries, and non-profit community service organizations.

C. Include any plans for further recruitment of founders or organizers of the school.

Public meetings about the Martha's Vineyard Charter School continue to be held every two weeks and are open to all. In addition to the outreach described in Question 5, we plan to use press releases, radio and TV programs, and public presentations in all towns and schools to attract others from the wider island community that might be

interested in the founding and organization of a charter school. As can be seen from the letters of support in Appendix I, we have already succeeded in attracting a broad base of support from the Island community.

The following is a list of organizations that the Steering Committee

Members have been active in:

Island Children's School
Island Food Coop
Friends of Family Planning
Friends of West Tisbury Library
West Tisbury Parent Teacher Organization Board
Friends of Vineyard Soccer,
AIDS Alliance of Martha's Vineyard, Advisory Committee
Martha's Vineyard Hospital
West Tisbury School Advisory Council, Co-Chair
Founding Member of the Meetinghouse (non-profit community & performing
arts group)
Social Service Program Development, M.V. Community Service
Founding Member of Hospice of Martha's Vineyard
Founding Member of Family Planning
Founding Member of Visiting Nurse Association
Professional Advisory Committee, VNA
Founding Member of the Chappaquiddick Community Center
(successful 6 year project to raise \$300,000)
Founding Teacher of K-8 independent school

Credentials held by the Steering Committee:

Certified Secondary English and Art Teacher
Magnet School Teacher
State Certified Jr. and Sr. High School
State Certified Social Studies teacher
Certified K-3 teacher
K-8 Certified Teacher
Island Children's School Teacher (preschool)
Alexander Technique Teacher
Certified 5-8 teacher
Certified Art teacher
Private School Teacher
Certified K-8 teacher
Certified Montessori Teacher
Registered Nurse
Juris Doctor

Other:

Professional Illustrator
Martha's Vineyard Community Chorus
Proprietor of Parent Trading Company (children's clothing and educational toy store)
Member of Afro-Latin Drum Ensemble
Hospice Volunteer
~~Ceramics Teacher~~
Children's Librarian

8. TIMETABLE:

A. Discuss a timetable of events leading to the opening of a charter school.

We have constructed the following outline as our timetable which charts our progress towards the creation of the Martha's Vineyard Charter School.

Events leading to school opening

Charter School Initial Planning Period

- Attend state conference
- Form steering committee formation
- Hold public meeting series
- Continue vision-building process
- Present conceptual model to interest group
- Receive guidelines and application
- Sponsored John Taylor Gatto workshop

State Application Process

- Distribute writing tasks
- Solicit support letters
- Complete application

Finances

- Prepare start up budget prior to opening date
- Develop five year operating budget
- Begin Fundraising
- Prepare grant applications
 - Researched
 - Completed
- Target donors
- Plan fundraising activities
- Establish partnerships
- Order school learning materials
- Secure insurance

Building

- Locate building or site
- Lease or buy building or site
- Plan renovation or construction
- Obtain building permits, special permits, variances

Comply with state and federal health and safety laws
Obtain final approval from building inspector
Obtain final approval from board of health

Personnel

Create Board of Trustees
Choose Advisory Board
File incorporation papers
Draft articles of incorporation and by-laws
Advertise for teachers/staff
Hire staff
Begin staff development and preparation
Select learning materials
Schedule staff

Students

Develop transportation plan
Application Process
 Develop application form/process
 Make applications available
 Set application return deadline
 Hold student interviews
 Select students
Develop food service plan
Prepare student handbook including code of conduct
Hold parent orientation meetings
Hold student orientation days
Determine school opening date

General Public

Continue public planning and info meetings
Write press releases, set-up radio and TV programs
Continue direct contact with key individuals in community
Make public presentations in all towns and schools
Mail and/or distribute information through schools

B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

Because we anticipate opening the doors of the Martha's Vineyard Charter School in 1994, we are proceeding with the sequence of tasks as outlined in the chart described in Section 8A.

9. EVIDENCE OF SUPPORT:

A. Try to convey as clearly as possible the scope of community backing or the proposed charter school.

The original seven parents and teachers who participated in the "Charting the Course" conference have quickly developed into a network of over 100 families who support the establishment of the Martha's Vineyard Charter School. Endorsements from individual school teachers, principals, counselors, students, and parents from all six towns show a broad base of support.

We are currently negotiating a major partnership with the Vineyard Museum, formerly known as the Dukes County Historical Society, a seventy-year-old organization which collects and preserves historical and cultural information and artifacts relating to Dukes County. Among other things the museum operates a gallery featuring the work of school children and is planning to develop a publication program to help children get their work into print.

B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

Please refer to Appendix I for letters of support from community members, teachers, students, and parents.

10. EDUCATIONAL PROGRAM:

A. In detail, describe the the educational program of the school.

The educational program of the Martha's Vineyard Charter School is designed to encourage and support the natural tendency of people to learn. It aims to trust and empower each student to direct his/her own learning, to share in the community's resources creatively and productively, and to serve as a responsible member of society. Our program description reflects this design in the following sections, each of which is described more fully in the following pages:

The Learning Environment: Preparation of Places, People & Powerful Tools

Self Directed Learning: Trust in the Driving Force of Creative Productivity

Personal Education Plan: A Collaborative Device for Looking at Learning

Process Options: Ways to Go About Learning

Content Options: Focus for Learning

Context Options: Social Arrangements for Learning

School Governance: Participatory Democracy as Curriculum

Authentic Responsibilities: Real World Accountability

Graduation Options: Alternative Routes to a Diploma

We have discovered other educational design initiatives that share many of our principles, elements, and practices. In the following description of our educational program, we have borrowed from educational design sources including:

NASDC Design Teams (New American Schools Development Corp.)

- Community Learning Centers, Minnesota (CLC)
- Expeditionary Learning/ Outward Bound, Massachusetts (ELOB)
- CoNECT Schools, Massachusetts (CoNECT)
- ATLAS Communities, Massachusetts (ATLAS)

FOXFIRE

Sudbury Valley School (SVS)

The Learning Environment

The Martha's Vineyard Charter School will be a place where students want to come, day after day, to pursue their various interests, separately and together.

At certain times, all ages will gather in a common area for meeting, eating, special events, or informal conversation. At other times, many students will be making use of a community-wide campus, rich with historical, cultural, scientific, and natural resources.

Teachers, mentors, volunteers, and students will work together in areas of the campus designed specifically for certain activities — such as ceramics or hydroponic food production — as well as in spaces temporarily reserved for short-term projects. Other facilities will lend themselves to many different learning experiences during a single day. The long-term groups of students and teachers — advisory groups, peer groups, interest groups and the whole school meeting — will have home bases that remain constant. Scheduling and coordination will be accomplished with the help of state-of-the-art technology.

Self-Directed Learning

At the core of our educational program is the belief that self directed learning is the deepest learning. To achieve the ultimate goal of realizing each and every person's potential, a Personal Education Plan (PEP) is essential for every learner and will yield capable and continuing learners, especially if they are surrounded by people who are engaged in personally relevant activity. Students will develop their course of study based on the following:

Interest	Motivation
Talent	Relevance
Strength	Self-Expression

Personal Education Plan (PEP)

- Each student has an adviser.
- Each student is a member of an advisory group, the basic unit of the school.
- Each student has a Personal Education Plan.
- The parents, the advisor, and the student build and review the PEP
- Each student's schedule is derived from his or her Personal Education Plan.

Our educational program will provide **Personal Education Plans (PEP)** for each student, with each plan custom-designed to fit the student's needs. Each student has an adviser who meets periodically with the student and the student's parent(s) to work on the PEP. The plan, created by the student in concert with adviser and family, becomes a continuous operational tool for goal-setting, record-keeping, and assessing the student's progress.

Process Options

The variety of ways in which learners follow their interests calls for imagination, flexibility, and responsiveness as well as organization, consistency, and dependability. Learning processes which address the wide range of diverse learning styles include the following:

Experiment	Play
Independent study	Tutorial
Apprenticeship	Workshop
Exploration	Walkabout
Project	Talk
Research	Work
Journeying	Business
Mentoring	Community service
Group learning	Exhibition
Lecture	Performance

Content Options

Sophisticated thinking skills, technological tools, creative expression and problem-solving, the most challenging tests of physical coordination and stamina, and basic skills of all kinds are all fair game for our learners. The actual field of studies will be as wide as the students' imaginations. It will spread across and beyond the general categories:

Creation and development of the school environment
Academic subjects

Integrated themes
Special interests
Community issues and problems
General knowledge and skills

Context Options

Although learning is a process which occurs internally for the individual, it never occurs in a vacuum and often involves **fundamental interdependence**. We will support learning in a variety of settings, including the following:

Solitude: "Solitude, reflection, and silence replenish our energies and open our minds. Students will have time alone to explore their thoughts, make their own connections and create their own ideas."
ELOB

One-on-One: Students will have the opportunity to work intensively with a teacher, mentor, adviser or fellow learner in practically any direction they choose.

Advisory Group: A small mixed-age group of students will meet regularly with the same teacher/adviser. This meeting is for program planning, helping one another with caring, trusting relationships, and studying school problems. The sessions are to provide a sense of community on a scale a student can relate to.

Social and Developmental Peer Group: A safe and reliable group atmosphere for learning, exploring, and playing with peers. This offers a chance to have fun, work on basic skills or projects, and develop social relationships with other students of similar age and stage.

Interest Group: The workhorse of the school: a group of diverse learners united by a shared passion for exploring a specific direction. It is here that high-level motivation will inspire a myriad of meaningful **challenges through which the majority of basic skills will be acquired and developed.**

School Meeting: "We [think] it makes good sense for a school to be run democratically in a country where all forms of government are democratic. . . . In a democratic school, the adult members of the community . . . apply to the school the same standards of citizenship they apply to their outside lives. And the children in the school [are] nurtured in the principles and practices that make up the democratic

way of life. By the time they become adults, responsible community citizenship [will] be natural to them, because they [will] have lived with it for a long time."(SVS)

Family: The school will actively support and involve the family as the student's primary context for meaningful and enduring learning.

Island Community: Charter school education will be immersed in the local communities, cultures, and lifestyles of the Island, connected to current issues such as growth and development as well as enduring traditions: farming, seafaring, and stewardship of the land. Equally important, students, teachers, parents, and school partners will be at the forefront in connecting Martha's Vineyard by computer to the "global electronic campfire" that brings citizens together across political and geographical boundaries. Traveling the information highways will offer vital access to both lifelong learning and 21st century employment.

World Community: Rapidly expanding communications and information links to the rest of the planet make it both possible and necessary to think and act both locally and globally.

School Governance

An integral element of the educational program is the inclusion of the entire school body in school governance, thus emphasizing the elements and modeling the practices that are the foundation of a democratic society.

The practices of democratic process are built by the learning community on fostering the elements that make democracy possible:

Equal rights

Personal value

Ownership of process

Mutual respect

Consensus

Order

Reconciliation of individual and collective directions

Participation in shared decision-making

Real Issues: structure, management, laws, budget

Authentic Responsibilities

To be a part of our school will mean that each person supports the learning community with daily responsibility for self-direction, collective decision-making, and service to others and the environment. These responsibilities, in turn, become an essential part of our educational program as they teach about the following:

Reflection	Self-discipline
Sensitivity	Safety
Boundaries	Due process
Self-knowledge	Consequences

Students as Resources

Students will be viewed as powerful resources; their active participation in making decisions about the school and their own program contributes to their cognitive development and fosters a sense of school community.

Graduation Options

Excellence, high standards, high achievement, rigor, proficiency, and productive creativity are all worthy goals for a learning environment. Just as there are many paths of learning, the Martha's Vineyard Charter School will welcome alternate approaches to a diploma. The graduation requirements will follow from the PEP: they will be individualized and a natural outcome of each student's learning process. All must answer the following basic question to graduate:

Does the candidate for a diploma demonstrate both the confidence and competence necessary to function successfully and responsibly as an independent member of our interdependent world society?

B. What is the basis for the teaching methods to be used?

**Our teaching methods stem from our view of human nature:
Human beings live to learn so we can learn to live.**

Our guiding principles include the following:

1. Each student deserves an individualized education plan with specific personal goals.
2. Learner's choice is the key to meaningful curriculum.
3. The teacher is facilitator, guide, and resource.

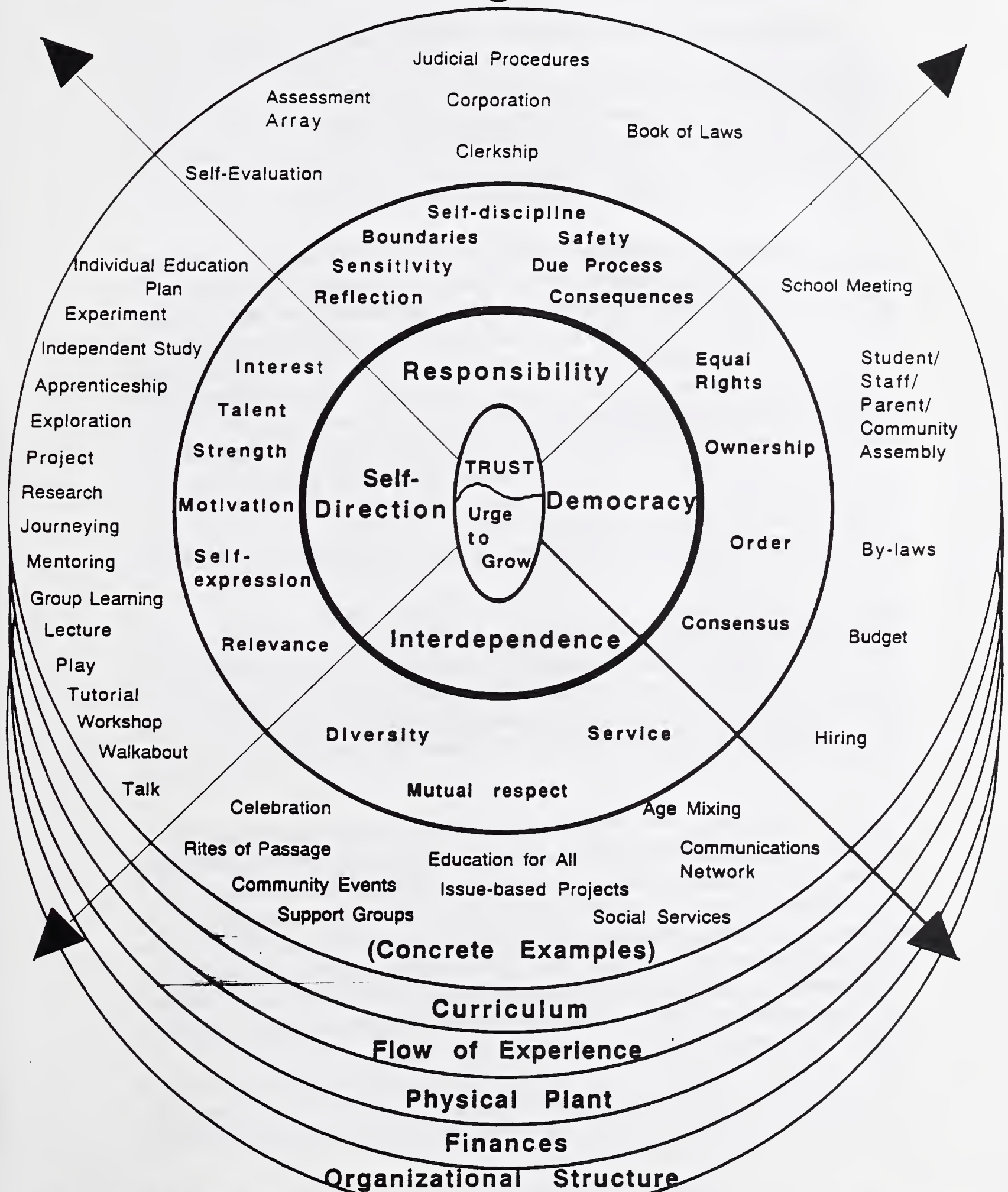
4. Interest, as well as ability or age, can determine grouping.
5. School enables individuals to gain the tools to become lifelong learners.
6. A partnership with the community strengthens both the school and the community.
7. Thematic, integrated learning with relevant models prepares students for life beyond the classroom.

In our various capacities as parents, teachers, advocates, friends, and playmates of children, it is the experiences, observations, and intuition of the founding members of the M.V. Charter School that form the foundation for our practiced and proposed teaching methods.

C. School Calendar and Hours of Operation

The M.V. Charter School will open with a calendar and schedule closely aligned to those of the existing island public schools. As time goes on and finances permit, we will aspire to increase learning access for the entire island community. Year-round programs and 24-hour electronic access will be instrumental in achieving these long-term goals.

Martha's Vineyard Charter School Working Model



This model is a graphic representation of the core philosophy of the Martha's Vineyard Charter School. It was created to guide the process of making decisions and establishing concrete practices for the school. The central core empowers the four foundation principles. These generate their component elements and the resulting school practices are derived from these elements and principles.

from

11. STUDENT PERFORMANCE:

A. Describe your proposed plan to assess student performance.

Student assessment will take a variety of forms and serve to let the student, teacher, and parent know where the student is at any given time. Students will move through the Charter School on the basis of accomplishment, not "seat time" or credits earned. Our assessment tools will reflect the depth of student knowledge.

The Personal Education Plan (PEP) is at once a goal-setting device and an ongoing method of assessment. Parents, teachers and students develop the PEP: goals, experiences, and progress are recorded. This is the yardstick by which a child's school career is measured. **Adviser, parent, and student conferences** will be held quarterly or as often as needed for everyone to reassess where the student is in relation to the original plan and perhaps to adapt or alter the plan. While it is important to maintain flexibility, it is critical to have long-term goals. Each student will have on file a summary of all major projects and activities which will in essence become a **resume** demonstrating the scope of his or her knowledge and experience. The body of knowledge of the various assessment arrays (see Section 11C) will be on file with the student's adviser.

The students will **meet daily in their peer group with their adviser**, who will be keeping track of each of their advisees: their social issues, and emotional well-being as well as academic issues. It is critical to make a daily assessment to be sure everyone is on track. The adviser is the person who monitors progress and keeps the records of each student in his or her care.

We will be looking at two types of standards: **performance outcomes and content mastery** in all areas. Assessment of achievement is in part embedded into daily work and the Personal Education Plan; **competency** is then evaluated by a variety of means developed by **adviser and student**, including exhibitions or presentations. These **achievements** can be checked out against national standards. **Community** input is essential in establishing exacting standards of our own. We will also set up the means of assessing the development of skills. (See Section 11C.)

B. What remediation will be available for underperforming students?

Inherent in the Personal Education Plan process is the continuous assessment of learning outcomes with respect to learning goals. There will be no need for remediation when the learning to be accomplished is appropriately planned and accomplished within an agreed-upon framework of expectations. The learning that will take place determines its own schedule. It's never late. This, however, does not deny the issues concerning special needs students.

Students will be continually evolving as learners. Within this framework of cooperative learning and exploring, individual issues will be addressed through a supportive, team approach. The common model of the remedial reading teacher, for instance, will be changed to having a skilled reading teacher, consulting with the student, parents, and other teachers on strategies to increase skills in order to access more information and knowledge. Through collaboration, knowledge, and strategy building, children will be assisted in taking new steps toward their educational growth.

C. How will the development of skills be measured?

Rather than prescriptions for the scope and sequence of subject matter to be covered, curriculum will be viewed as "curriculum vitae": the accomplishments of learners pursuing their interests. Report cards will become resumes. Evaluation will consist of a menu of assessment arrays. The forms chosen will depend upon the individual learner, his or her education plan, the work in question, and the goals being addressed.

Self-evaluation is critical to the framework of this school. In a model that is based on self-directed learning, taking responsibility for one's own **evaluation** is key. We will help the student take more and more **responsibility** for this task. The **portfolio** method requires that samples of **student achievement**, chosen by the student and the adviser, be kept in a place available for perusal by authorized personnel. Ongoing **journals**, **project descriptions**, and **narrative observations** are and kept in a variety of subject areas. **Mentor feedback** can take the form of an on-the-job supervisor's assessment of work performed, strengths and weaknesses, or job ability, or an assessment by an artist in residence. **Audience impact** and **peer/parent responses** are immediate and real

methods of assessment. We will use only the best of the **standardized testing**, offering it when the learning situation warrants it. The Personal Education Plan contains official records for documenting progress towards school outcomes.

12. SCHOOL EVALUATION:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The Martha's Vineyard Charter School will implement a system of continuous quality improvement. Key aspects to this program will include the following:

- **identifying** the most important aspects of education and service provided by the school organization
- **developing** measurable indicators to systematically monitor these aspects of education and service in an ongoing way
- **recognizing** opportunities to improve the quality of education and services
- **acting** to improve education, to solve problems, and to evaluate the effectiveness of these actions.

We will accomplish these goals through:

- **Personal Education Plan assessment.** Each student frequently assesses him or herself with his or her adviser and parents with reference to the educational plan. This ongoing process will in effect be constantly assessing the school's ability to meet its objectives and mission statement goals.
- **Development of an internal system of peer review.**
- **Independent evaluation.** This will be accomplished through the establishment of a network with other (charter) schools. The purpose of this network will be to share information, to assist in the assessment of the school's performance based on the school's stated mission and objectives, and to seek feedback for improving the learning environment.
- **Exit and post-graduate interviews.** We will develop a follow-up questionnaire/interview for use with students who have **completed** their schooling at the Martha's Vineyard Charter School. Students will be contacted at regular intervals to request feedback on how the school did or did not help to prepare them for their life's work.
- **Completion of the annual report** as outlined in 601 CMR section 1.07

The results of ongoing quality improvement activities will be shared with the school community and will be reviewed quarterly by the Board of Trustees.

Ultimately, this coordinated, comprehensive, systematic effort should result in a continuous cycle of assessment and improvement.

B. How will the school establish regular dialogue with parents? With the community?

Parents will have ongoing communication with their child's adviser. In addition written reports will be issued regularly with comments from each of the staff that the child has studied with. Parents will be made to feel welcome within the school environment due to the democratic nature of the decision-making process. Parents will have a say in what happens in the school and will be encouraged to volunteer in various capacities. This will help the school function smoothly, help financially, and keep parents in touch with what is happening.

Because the focus of the school is **community outreach**, dialogue with the community is at once essential and a natural outcome of the process. We will also have an Advisory Board to the Board of Trustees that will be made up of key members of the community, representing the cultural, social, and ethnic diversity of the Island. This group, which will include parents, will be advisory only but will help to keep the Board of Trustees aware of community interests and issues.

13. HUMAN RESOURCE INFORMATION:

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

The Board of Trustees of the Charter School will hire any full- or part-time staff. A set of criteria will be devised and an application form will be created. The criteria will ask for evidence of the following: child centered thinking; willingness to take risks; self assessment and goal setting; expertise and experience; and the ability to work collaboratively and communicate effectively, work with multi-age and multi-ability groupings, employ many different teaching methods, and act as facilitator for children's learning. A measure of professional standing will be requested of applicants. We anticipate that a high percentage of our core group of teachers will have current teaching certificates.

The Charter School will publicize available positions in the local and regional papers with advertisements reflecting our philosophy. The package sent to prospective applicants will request a written application, a presentation demonstrating the applicant's strengths as a teacher and a person, a portfolio, and an interview.

A hiring team composed of Trustees, Charter School staff, parents, and students will review the applications and portfolios, and schedule presentations and interviews. Recommendations on hiring will be made by the hiring team to the Board of Trustees, which will make the final hiring decision.

Our target staff size will depend on our student population. Our desired student-teacher ratio is one teacher for every 10-15 students. Right now our target student population is 150 students, which translates to 15 teachers.

B. How will teachers and administrators be evaluated? How often?

The staff will develop individual employment plans that will clearly identify requirements and goals and include specific objectives and a description of an assessment plan. Each staff member will be part of a support team. Members of a team will help each other to develop their own employment/education plans. Support team meetings will be

held periodically to discuss, reflect on, and revise goals and objectives.

Further assessment will be accomplished through summary evaluations that will take place during the yearly process of contract renewal. At this time, input will be sought from students and parents as well as fellow staff members.

If a teacher fails to meet the goals and expectations of his or her employment/education plan, even after attempts have been made to remedy problems, this will be grounds for dismissal. The Board of Trustees will have the authority to dismiss teachers after notice to the teacher of the reasons and after the teacher has had an opportunity to respond.

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

Teacher salaries will be determined on the basis of tuition received from towns according to the foundation rate established by the Commonwealth of Massachusetts. At the present foundation rate, the Martha's Vineyard Charter School will expect to be able to pay teachers \$30,000 per year. Teachers will sign yearly contracts. The Martha's Vineyard Charter School will also expect to acquire a health insurance package for its staff. Teachers salary increases will be based upon performance and any increases in the foundation rate.

Staff Development will be a priority. A portion of the school budget will be set aside for this basic process and for teachers to take additional courses, seminars, etc.... Grants will be sought to supplement the budget for additional staff development projects. **The most essential ingredient of staff development will be time built into the working schedule for staff to get the development opportunities they need.**

14. SCHOOL GOVERNANCE:

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

Decision making and problem solving will be a shared process. Everyone involved in the school program must have a keen sense of responsibility and respect for the school's goals and objectives. The teachers, students and parents will have the choice to participate in weekly school meetings, sit on committees, and participate in Board of Trustees meetings. The weekly meetings will be conducted according to a town-meeting-type model, and will include a written agenda and an elected chairperson. Democracy by consensus will be the method of decision making at these meetings. Recommendations after school community consensus will be made to the Board of Trustees on decisions that need to be finalized by the Board of Trustees pursuant to 601CMR 1.05.

The school will implement a student/teacher management system that will provide each school community member with responsibilities based on interest and experience. Committees will deal with the following areas of school management, with others formed as the need arises:

- Professional growth
- Site
- Landscaping
- Enrollment
- Budget
- Public awareness
- Social
- Charter School Network
- Community programs
- Curriculum
- Staff selection
- Staff evaluation

We will hire clerical, custodial, and food services personnel as recommended by the student/teacher management to the Board of Trustees.

B. How will the Board of Trustees be chosen?

An interim Board of Trustees will be chosen by the founding members. Later, the Board members will be chosen by the whole school community at annual elections. The Board will eventually have seven

members on it with staggered terms, and will comprise people with backgrounds in a variety of areas, including but not limited to, education, financial management, the law as it applies to schools and the political process, and mental health. They will be a dedicated group who will share a common vision and philosophy and insure the continuity of the school.

C. Describe the roles and responsibilities of the Board.

The Board will strictly follow the responsibilities as described in section F of the Charter School Application Guidelines: "They will create curriculum and will develop an annual budget. They will develop and implement a student code of conduct, a disciplinary and expulsion policy, personnel policies including the terms and conditions of employment, a management operations plan and admission criteria for selection of students. The Board will act as the official liaison between the school, the larger Island community, as well as the State. They will make certain that all procedures at the school are legal and proper and consistent with the Charter." The Board of Trustees will also conform to MGL chapter 71 section 89 and 601 CMR 1.00.

D. Describe the relationship of the Board to teachers, administrators, students, and families.

The Board of Trustees will make recommendations to the school community concerning all areas delineated in section 14-C. It will be responsible legally and philosophically for all school issues. If necessary, the Board will hear school community grievances and will provide the vote necessary to alleviate school impasses. Complaints will be acted upon according to 601 CMR 1.08. However, the goal, to have direct communication with the school community (the teachers, administrators, students, and families), will allow each group to take responsibility for designing its own participation. Members of the school community will take responsibility for their own level of participation with the Board.

E. Discuss the nature of parental and student involvement in decision-making matters.

Please refer to Section 14A.

F. Describe the nature and extent of community involvement in school activities.

The school will reach out to the Island community in many ways. Our students will participate in extra-curricular activities with other Island children. Internships, mentorships, apprenticeships and work/study programs with local businesses and individuals will be a major part of our program. Professional experts in areas including but not limited to the arts, politics, crafts, trades, sciences, and mathematics will be integrated into our school program. Theater, music, and art productions will be created in cooperation with other community members for community viewing. Martha's Vineyard Community Services, which offers mental health programs and family counseling, will be utilized. The wide array of non-profit organizations will allow for an extensive interchange between the Charter School and the community.

15. BUILDING OPTIONS:

A. *Describe your present options for a school building.*

Our research into school building options for the Martha's Vineyard Charter School reveals a number of possibilities. Several choices involve a campus style layout--utilizing sites with preexisting buildings. Other sites could meet our structural needs by constructing a new building.

Our criteria for a building site for the Martha's Vineyard Charter School includes:

- A central location easily accessible to all island residents, and reachable by existing public school bus lines and public transportation.
- A rural setting with open space. There must be natural areas for the children to be able to run, walk, explore, and experience learning with an outdoor focus. Since our school will encourage the use of natural resources we would ideally be located near water to accommodate the parts of our curriculum that explore the island's major natural resource.
- Building and land that allow for expansion.

We have included an overall island map (see Appendix J) to indicate the areas currently under consideration. We have also included a site-specific map (see Appendix K) for site #1, the Featherstone Farm. In the following sections, each site is described, with emphasis on its suitability for the proposed school, progress made so far, and future plans for the acquisition of a school building. (Also refer to section 15D.)

SITE #1: Featherstone Farm:

This ~~25-acre~~ parcel, most recently used as a horse farm, is mostly ~~wooded, with a few open fields,~~ a number of ancient ways and paths, a main house, a second house, two barns, and several outbuilding. It lies within two-tenths of a mile of the Lagoon, a large salt-water pond. It is centrally located near major roadways with easy access to existing public school bus lines. We have initiated dialogue with the owners and have received positive support from the Vineyard Transit

Authority, the island's regional transportation agency, toward securing public transportation for our programs.

The Featherstone Farm lies at the heart of a circle encompassing several important Island institutions. Our philosophical goals and our intergenerational focus would be well served by the proximity of the following:

Island Elderly Housing--a live-in elder community that abuts the property and is connected by ancient ways (walking paths).

Martha's Vineyard Community Services - an Island wide umbrella agency whose programs include:

Early Childhood Programs--Infant through preschool care. Head Start.

Support for parents and teachers.

Island Counseling Center-- Quality counseling at reasonable costs.

Visiting Nurse Service-- Home health care services, vaccines, immunizations, health promotion, maternal/child care services and nursing clinic.

Special Needs Support Services--Vocational, residential, and respite for people with developmental disabilities or cognitive impairments.

Women's Support Services--Assistance to women who are survivors of rape and battery. court advocacy, counseling, information, referrals and community education.

Also connected to this property via walking and or bike paths are The **Martha's Vineyard Regional High School**, with which we envision a variety of partnerships, and The **Martha's Vineyard Ice Arena**, a community-built and -supported ice rink.

We have been meeting with a land-use planner to explore the feasibility of using this parcel for these purposes. Our proposed use is in accord with the zoning by-laws, and the owner is willing to lease and/or sell. We have had preliminary meetings with an architect to discuss school building codes and board of health regulations.

OTHER SITES:

WINDFARM MUSEUM: This parcel of land, which formerly housed a windfarm museum is for sale. It is also centrally located and has open space, a variety of campus buildings, and a main house that is equipped with solar technology. Raised bed gardens, barns, and a pond with an underground observation station all make it a site suitable for learning. Lease and/or purchase is being explored.

AGRICULTURAL HALL

This large two-story public hall has been unoccupied since the town of West Tisbury purchased in in 1993. Also well located, it is surrounded by fields and partial barn, a public playground, the Up-Island Council on Aging, and the West Tisbury Public Library. We anticipate that the use of this space as a school facility will conform to the town's current use guidelines. This building would be leased at a rate negotiated with the town.

NATHAN MAYHEW INSTITUTE

This institute has offered classes to island adults for many years. They have also offered courses for college credit as an external campus program of Lesley College and other institutions. They have expressed an interest in developing new partnerships in education. Their campus in Vineyard Haven, the island's main port and year-round town, is across from the Vineyard Haven Public Library, and within walking distance of the harbor. Its four main buildings are in use mostly at night, and will be suitable for daytime use by the Martha's Vineyard Charter School.

There are other parcels we will consider should none of the above options work out.

We have had several offers for architectural partnerships should any building/site require construction or conversion. A professor at the Boston Architectural Center has offered to make this a special project for his students.

We remain open to the availability of land and or buildings that meet our original requirements.

D. Describe financing plans, if any.

In order to secure a building/site and to ensure the financial stability of the Martha's Vineyard Charter School we have initiated the following preliminary financial plan.

1. Martha's Vineyard Charter School will form a non-profit support organization. This organization will spearhead a variety of fundraising options including pursuing private donations of land, money, building

materials, and labor in support of Martha's Vineyard Charter School projects.

2. The Finance Committee will suggest, explore and enact a variety of methods to meet the short- and long-term goals of the Martha's Vineyard Charter School.

Short-Term Goals:

- Complete preliminary outline of annual school budget.
- Explore and promote philanthropic and corporate partnerships.
- Secure grants. We have initiated a process to secure grants on a local and national level whose purposes are applicable to the goals and objectives to the Martha's Vineyard Charter School. On Martha's Vineyard we will apply to, among others, the Martha's Vineyard Permanent Endowment Fund, the Farm Neck Foundation, the Second Chance Foundation, and the town Arts Councils.
- Meet with private donors.
- Explore state and federal funding.
- Encourage our legislators to support funding for education on a state and national level.
- Explore partnerships with other organizations.
- Sponsor fundraising and public outreach events.

Long-Term Goal:

A **permanent** endowment fund will secure the future of the school.

Martha's Vineyard is blessed with a strong non-profit philanthropic tradition. We see a fertile fundraising field ahead.

February 10, 1994

APPENDIX A

Mr. Doug Ewing
PO BOX 5201
Edgartown, MA 02539

Dear Doug,

Thank you for contacting the State of Massachusetts in regards to our Charter School Application. We are currently seeking conditional approval pending adoption of legislation exempting the six towns of Martha's Vineyard from the provision of MGL chapter 71 section 89.

Preference for enrollment in a charter school shall be given to students who reside in the city or town in which the charter school is located. If the total number of students who are eligible to attend and apply to a charter school and who reside in the city or town in which the charter school is located, or are siblings of students already attending said charter school is greater than the number of spaces available, than an admissions lottery shall be held to fill all of the spaces in that school from among said students.

A regional charter school would offer a choice in education for parents and students on Martha's Vineyard. As far as school choice, we are always limited by our town boundaries as well as our boundaries as an island. Each of the six towns have their own distinct character and ethnic mix and a charter school that is regional in nature would serve to bring people with diverse backgrounds and interests together. We are filing our application for a charter school on February 15, and would like to have the legislative approval happen concurrently with our application approval.

If we can do anything to help you with this process, please contact Paul Karasik at 693-4059. Thanks to the support of people like you, we are well on our way towards the formation of a Charter School on Martha's Vineyard.

Regards,

The Steering Committee
Martha's Vineyard Charter School

cc: Eric Turkington, State Representative
Henri S. Rauschenbach, State Senator

APPENDIX B

TAPPING INTO TEEN CONCERNS, PERCEPTIONS AND BEHAVIORS ON MARTHA'S VINEYARD

A REPORT OF THE TEEN ASSESSMENT PROJECT FOR GRADES 7 - 12 MARTHA'S VINEYARD, MASSACHUSETTS



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Local funding and support
provided by:
Martha's Vineyard Teen
Pregnancy Consortium,
Martha's Vineyard Substance
Abuse Prevention Program,
and the
University of Massachusetts
Cooperative Extension System
Stockbridge Hall
University of Massachusetts
Amherst, MA 01003
1-800-374-4446

SUMMARY OF SURVEY RESULTS

Concerns about teens prompted the Martha's Vineyard Teen Pregnancy Consortium to pursue the use of the University of Wisconsin-Extension Teen Assessment Project (TAP) survey in Island schools, through the assistance of the University of Massachusetts Cooperative Extension System. The survey also had the full support of the Martha's Vineyard Substance Abuse Prevention program, the Superintendent of Schools and all the Island school committees. TAP asked teens about their perceptions of self, family, school, and community; their future aspirations, worries, and concerns; and their activities, both positive and problematic.

A total of 662 seventh through twelfth grade students participated in the TAP survey, representing 89% of the population of 750 youth enrolled in grades 7-12. Five public schools (Edgartown, Oak Bluffs, Tisbury, West Tisbury and the Regional High School) participated, representing all six Island towns. This survey was conducted the week of February 8, 1993.

Fifty-one percent (51%) of the students responding to the survey were male and 49% were female. Eighty-six percent (86%) reported their ethnic group as white. Teens reported a number of different living situations. Fifty percent (50%) live with two parents, 26% live with a single parent, 19% live in a blended or step-family, and 5% in other arrangements (non-relative, foster, alone, relative). Seventy-six percent (76%) of the students report their mothers are employed outside the home either full- or part-time, while 78% of their fathers are working. Nearly all of their fathers and mothers have at least a high school education.

The survey contains only responses of students who were in attendance on the day the survey was administered and does not include school drop-outs. Studies show that students who are more frequently absent, truant, or have dropped out of school are more likely to use illicit drugs, drink alcohol, smoke and engage in potentially problematic and dangerous activities (Johnson and O'Malley, 1985; Bachman and O'Malley, 1985). As a result, the findings may underestimate the actual incidence of such problem behavior in all youth on the Island. For drug use, research has found these behaviors to be underestimated from 1.4 to 2.7 percent.

Mental Health Issues

In response to the Rosenberg Self Esteem Scale, approximately two-thirds of Martha's Vineyard teens had a strong or good level of self esteem. One half to three quarters of the teens said that they "never" or "rarely" are afraid to do things their friends would not approve of.

Depression among Martha's Vineyard teens appears to be a problem for about one in five of the surveyed teens (24% of females versus 12% of males). Like depression, girls were more likely to report having thoughts of suicide.

Body image is a concern for most teens at some point. Martha's Vineyard teens are more likely to skip meals as a method of losing weight than to use more invasive methods. A much higher percentage of girls than boys reports behaviors associated with eating disorders.

Sexuality Issues

Many Martha's Vineyard teens surveyed have had sexual intercourse. Overall, 40% of all students reported that they have had sexual intercourse; 60% have not. Almost 74% of 12th graders have had sexual intercourse, with 20% reporting five or more sexual partners. Only 46% of sexually active teens consistently use some form of birth control.

Many teens on Martha's Vineyard don't talk with their parents about sexuality. Sixty percent (60%) never or rarely talk to their mothers and 77% never or rarely talk to their fathers about premarital sex. Sixty-seven (67%) never or rarely talk to their mothers and 73% never or rarely talk to their fathers about birth control.

Teens who are not sexually active are consistently more likely to see more perceived costs for sexual intercourse. Chief among these perceived costs was fear that they might contract AIDS or another sexually-transmitted disease, that this would effect their future plans for college or a career, and that they or their partner may get pregnant.

Twenty-four students reported they had "*been pregnant or made someone pregnant.*" Additionally, 13 students said they were "*not sure, but might have made someone pregnant.*" The MV Hospital reports 12 live births to teens in the past year. When teens were asked what they would do if they or their partner were to become pregnant, 41% said they didn't know. Twenty-one (21%) said they would get an abortion, 7% would consider having their child adopted, 30% said they would keep the child.

Eleven percent of the students indicated some worry over whether they might be gay or lesbian.

Physical and Sexual Abuse

In this survey, physical abuse is when a person is "*beat up, hit with an object, kicked or [a victim of] some other form of physical force.*" A total of 105 students reported having been physically abused by an adult.

The percentages of sexual abuse are much higher among females than among males across all grade levels. By the 12th grade, 1 in 7 girls reported they had been sexually abused at some point in their life. The definition included in the survey for sexual abuse is "*when someone in your family or another person does sexual things to you or makes you do sexual things to them that you don't want to do.*" However, 51 students across the grades did not answer this question, raising the concern of substantial under reporting of sexual abuse. Additionally, 15% of junior and senior girls said they had been forced to have unwanted intercourse with another teenager. Island professionals working with youth consider it likely that these behaviors are underestimated according to their anecdotal evidence and reporting.

Alcohol and Other Drug Abuse

The survey found that significant numbers of Martha's Vineyard students use tobacco, alcohol and other drugs. Seventy-two percent (72%) of all students believe it is "*easy*" or "*very easy*" to obtain beer/wine/liquor. Fifty-five percent (55%) of all seniors report using alcohol abusively (5 or more alcoholic drinks in a row) at least once in the month before the survey.

Ten percent (10%) of all students report smoking on a daily basis, with the numbers gradually increasing from one percent (1%) in 7th grade to twenty-six percent (26%) in 12th grade. Marijuana is viewed as being "*very easy*" to obtain. Our statistics show the rapid increase in use among high school students to nearly 50% of all high school seniors.

These emerging dependencies put youth at risk for delaying emotional and intellectual growth; developing problems with schools, friends and families; incurring ill health and reduced longevity; accidents; suicide; and unwanted pregnancies (Pfeifer, Schector, and Yoast, 1987).

Perceptions of School and Community

Most Martha's Vineyard teens (60%) enjoy going to school. Nearly 80% felt they were getting a good, high-quality education. Seniors, in particular, appreciate their education. Less than half of the students (41%) spends some time participating in school sports; about 46% spend 5 to 15 hours per week studying; and 73% spend 5 or more hours per week "*hanging out*" with friends.

Martha's Vineyard teens are very aware of the community in which they live. Most feel they can get along well with people of other races and do not treat people differently based on external factors. Eighty-one percent (81%) feel if they were to do something wrong, other adults would probably tell their parents. Seventy percent (70%) feel that if they were having a serious personal problem, there would be a non-parental adult with whom they could talk. About 53% feel they can count on the police if having a problem or needing help. Only 23% feel there are lots of fun things for teens to do in our community.

Parent-Teen Relations

Of the concerns listed in the survey, the top five worries for Martha's Vineyard teens are: getting good grades, what's happening with their friends, how they look, getting along with parents and getting a good job. Thirty-six percent (36%) of all teens reported they worried *"very much"* or *"quite a bit"* about getting along with their parents. While a high percentage of teens felt their parents were good parents and cared about them, most teens don't discuss personal issues concerning sex or alcohol and other drug use with their parents. The people to whom teen would go to discuss personal problems are: a friend (52%), a parent (17%), adult friend (9%), a sibling (8%), a school-connected adult (7%).

Discussions and explanations about family rules and/or behavior do take place in some Island families. When asked if parents discuss their reasons for making a decision, 54% of the teens say that their mothers always or usually give a reason. Forty-five (45%) of the teens report their fathers explain decisions. The vast majority of the teens reported their parents monitor their behavior at least some of the time.

CHAPTER 2

Administration of the Martha's Vineyard Teen Assessment Project

Overview

This report is the result of a joint effort between the University of Wisconsin-Extension, Cooperative Extension, the School of Family Resources and Consumer Sciences at the University of Wisconsin-Madison, The University of Massachusetts Cooperative Extension System (Dukes County Office), the Martha's Vineyard Teen Pregnancy Consortium, and the Martha's Vineyard schools in Edgartown, Oak Bluffs, Tisbury, West Tisbury and the Regional High School, through the Substance Abuse Prevention Program.

A 160-item survey, developed by Dr. Stephen Small, University of Wisconsin-Madison/Extension, assesses teen perceptions of a variety of areas. These include: the community and school; teen aspirations; concerns and attitudes about various aspects of their lives; teen mental and physical health; the frequency with which teens reported engaging in various behaviors.

Members of the Martha's Vineyard TAP Committee, comprised of Martha's Vineyard Teen Pregnancy Consortium members, school administrators, agency representatives, reviewed the most recent copy of the TAP survey.

Alice Robinson, formerly Extension Specialist in 4H Youth Developments and Family Life Education with the University of Massachusetts Cooperative Extension System in Dukes County, worked with the Committee.

To have more complete data, all teens in grades 7 through 12 participated, rather than a sample of teens. Individual school committees and principals decided if they would participate. All parents in the participating schools were notified about the purpose of TAP through a passive consent form, which asked parents to contact the school if they did not want their children to participate.

To insure accurate and honest responses, the surveys were anonymous. Students were told not to put their names on the forms and each student was asked to place their computer answer forms in an envelope. Students were assured that no one would look at individual responses. They were also informed that the survey was voluntary and that they did not have to participate. Most students chose to participate.

After collection of the computer answer sheets, the sheets were examined for obvious patterns, scribbling, etc., and to remove unusable answer forms. The University of Wisconsin-Madison received 662 usable surveys for analysis.

Depression

Figure 4-3 represents the percent of students by grade and gender whose responses indicate feeling depressed in the month before the survey was given. As can be seen, 8th and 11th grade boys and 7th and 11th grade girls were most likely to report symptoms of depression. (Item 71)

REPORTS OF FEELING DEPRESSED "MOST" OR "ALL OF THE TIME"							
Gender	Grade						
	7	8	9	10	11	12	Total
Male	6%	18%	11%	15%	16%	11%	12%
Female	31%	22%	19%	22%	33%	15%	24%

Figure 4-3

Feelings of sadness or mild depression are not uncommon and are often associated with feelings of loss. For example, losing a boyfriend or girlfriend relationship can contribute to depressive feelings. Similarly, loss of self-esteem can follow experiences of failure or feelings of guilt (Weiner, 1980).

Severe depression is distinguished from mild depression by the intensity and duration of symptoms. Symptoms of serious depression may include feelings of unhappiness or unwellness, low self-worth, crying spells, or suicidal thoughts or attempts (Masterson, 1967).

National surveys of non-hospitalized youth have found that between 35% and 40% of teens report having feelings of sadness or worthlessness some of the time (Albert & Beck, 1975; Weiner, 1980). In the Martha's Vineyard results, 43% of the students reported feeling depressed or very sad some of the time in the month before the survey.

Suicide

Figure 4-4 displays the percentages of Martha's Vineyard teens who reported they "*thought about killing themselves during the past month.*" (Item 73) Like depression, girls are more likely than boys to report having these thoughts. The percentage of boys reporting thoughts of suicide is generally lower than that of females of the same age. Thoughts of suicide (or suicidal ideation) peaked in 11th grade for girls and in 8th grade for boys.

As is evidenced, thoughts about suicide are fairly common during the teen years. Fortunately, not many teens act on these thoughts. However, the fact that they are having such thoughts may indicate several things including a current disappointment or frustration, depression, feeling alienated or detached from others, as well as an unrealistic conception about suicide and death.

Suicide ranks second as a cause of death among teens aged 15-19 nationally. In the past 20 years, the suicide rate among adolescents 10-19 years old has more than doubled (Wisconsin Department of Health and Social Services, 1990). Experts speculate that there are approximately 6 to 10 suicide attempts for each suicide actually completed in the general adult population while there may be 100-300 suicide attempts for every completed suicide for teens. In general, girls are 4 to 8 times more likely to attempt suicide than boys, but boys who attempt suicide are much more likely to complete it. This is because boys tend to use more violent methods like hanging or shooting while girls are more likely to use slower and less lethal methods like poisoning themselves with pills or cutting their wrists.

11% of the males and 22% of the females responded yes when asked *"Have you ever actually tried to kill yourself?"* It is difficult to know what these attempts consisted of or how life threatening they were. However, they should all be taken seriously. In numerical terms this translates to 38 males and 71 females. (Item 74)

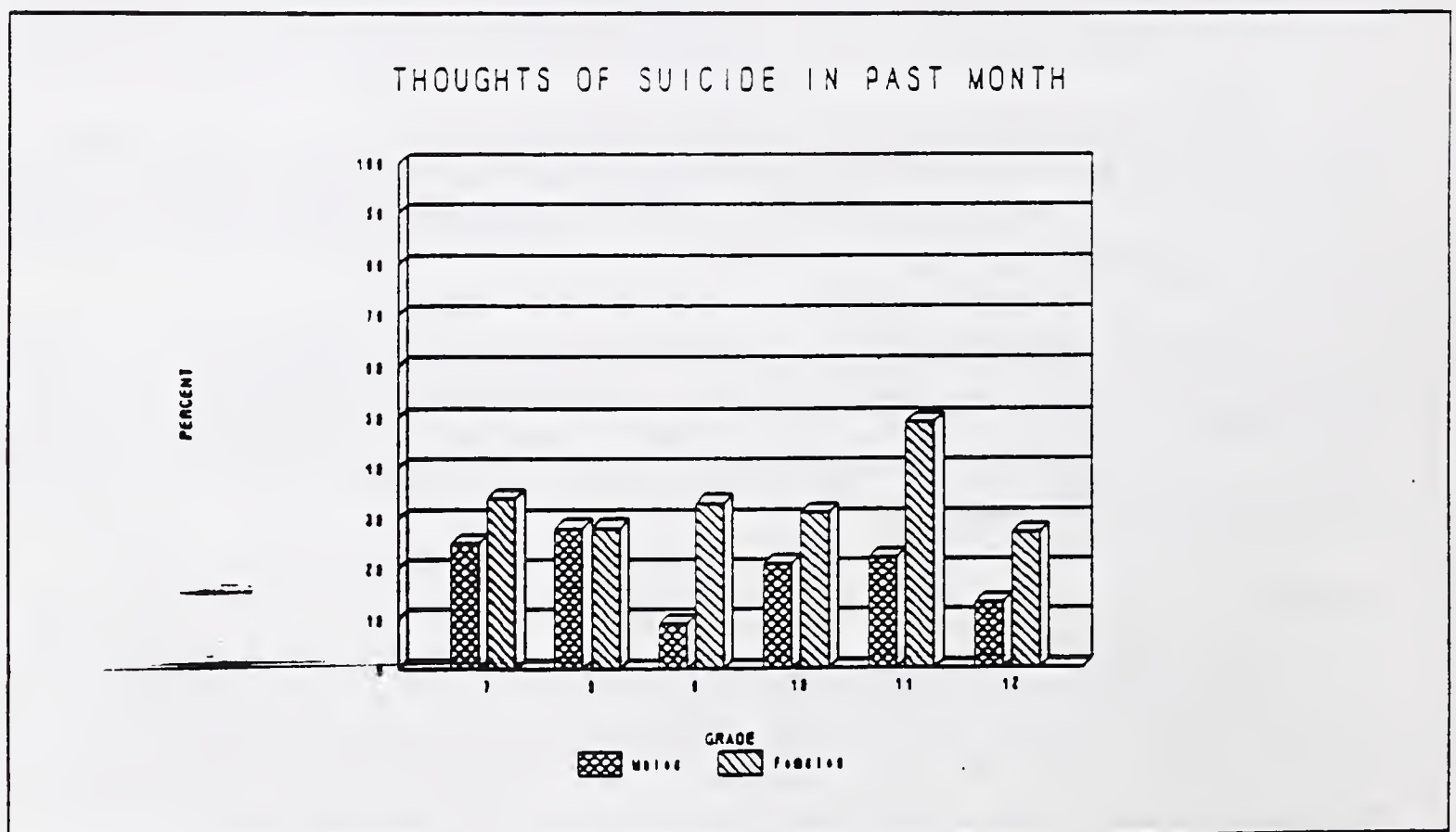


Figure 4-4

CHAPTER 8

Perceptions of School and Community

Perceptions of School

Figure 8-1 displays the percentage of Martha's Vineyard teens by grade and gender who agreed with the statement "*I enjoy going to school.*" (Item 47) Only in grades 8 and 11 do females significantly enjoy attending school over their male counterparts. Otherwise, females and males demonstrate no practical differences in grades 7, 9, 10 and 12. However, only slightly more than half (60%) of all students answered positively.

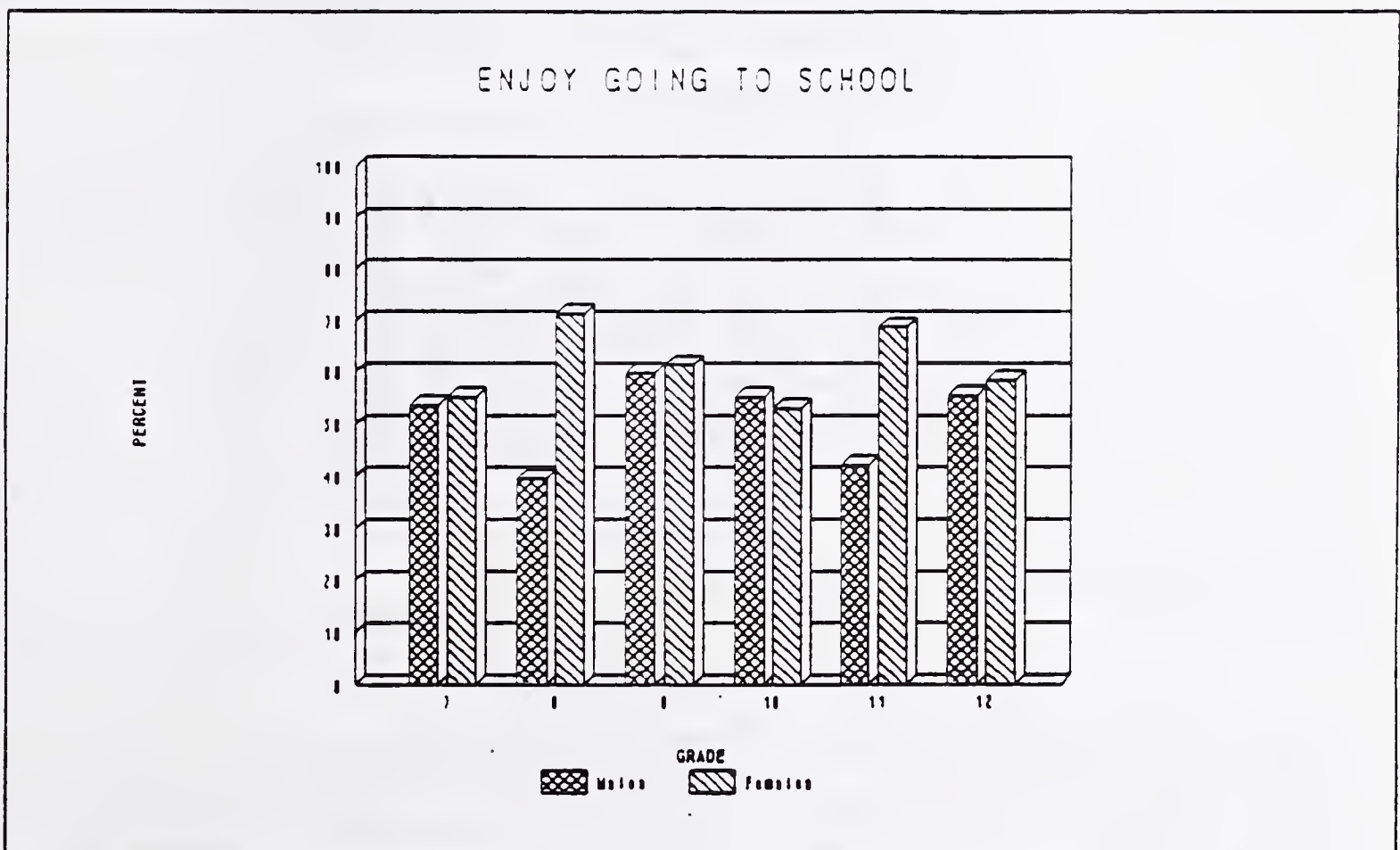


Figure 8-1

Students were asked whether they felt they were getting a "*good, high quality education at their school.*" As with the other questions, there is a mixed response, with 12th graders giving the highest rating to their education. However, the percentages remain quite high with nearly 80% of all students agreeing with the statement. (Item 51) They were also asked how many times they had cut class in the previous month. (Item 38) Seventy-four percent answered that they skipped no classes during that time. Of the remaining students, most (15% of total) cut one or two classes, but one fifth of those missing classes skipped six or

more classes (5% of the total). The highest percentage of students cutting classes were in the junior and senior classes.

Figure 8-2 displays the percentage of students by grade and gender who agreed with the statement, "*The rules in my school are enforced fairly.*" (Item 48) Older students were less likely to feel that the rules at school are fairly enforced, until the senior year.

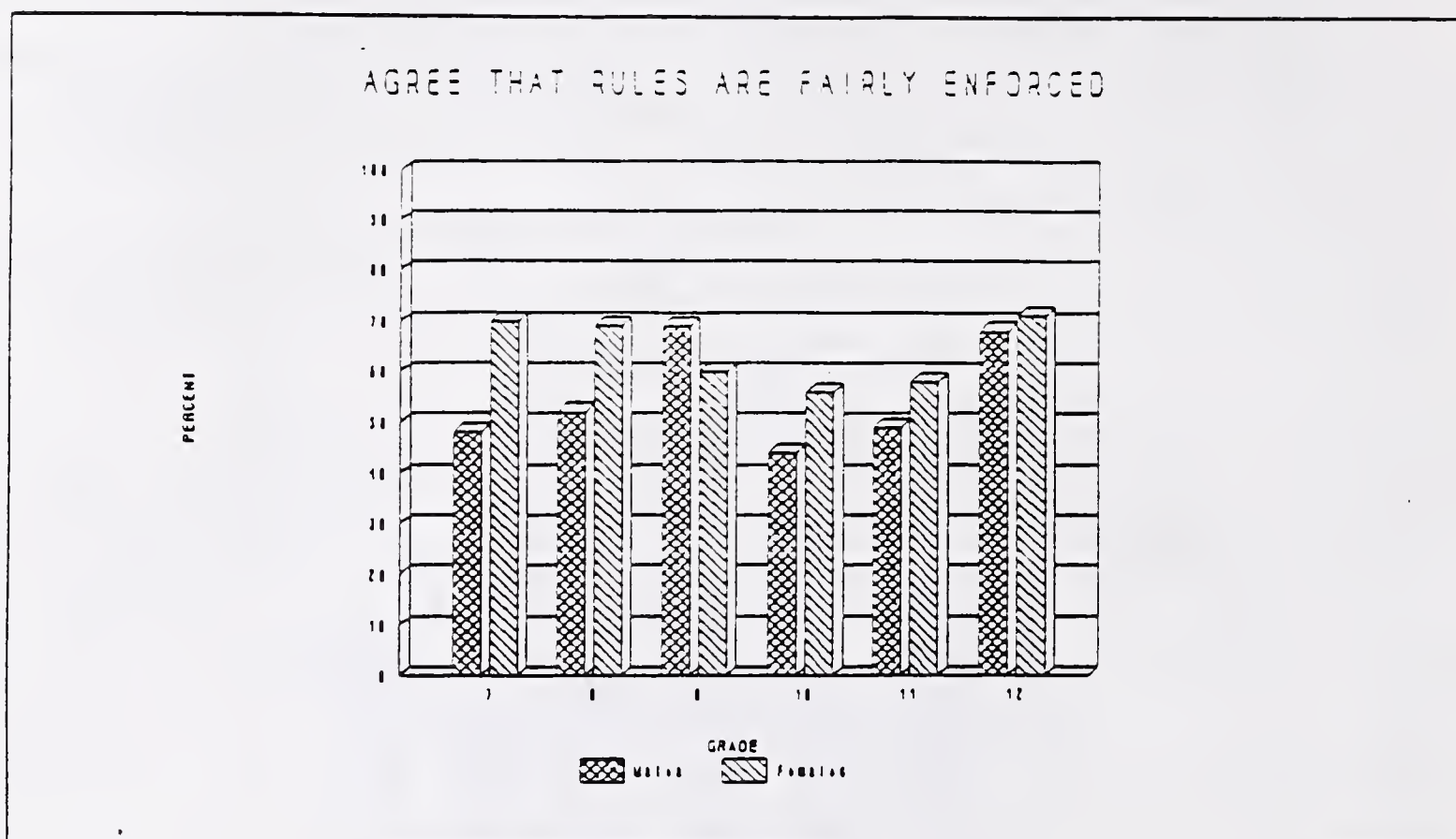


Figure 8-2

Sixty-eight percent (68%) of all females and 73% of all males have plans to continue their education after high school. (Item 60) Going to a 4-year college or university was the most common response by both males and females; going to a 2-year college or vocational/technical school was the second most common choice. Only 4% of teen admitted they will probably drop out of high school. (Item 49)

Positive involvement of parents in their child's education is a key factor in school success. Eighty-nine percent (89%) of the students "agree" or "strongly agree" with the statement "*My parents are interested in what I am learning and how I'm doing in school.*" (Item 53)

How Do Teens Spend Their Time?

The percentage of teens spending five or more hours each week involved in particular activities varies some between genders. Forty-four percent (44%) of males are involved in sports compared to 34% of females and more males do more "fun things with parents" (21% of males to 14% of females). Females spend more time in activities not related to school (30% females to 17% males), a "hanging out" with friends (74% females to 61% males) and more females (60%) spend longer hours doing homework than males (47%). Figure 8-3 highlights the way students report using their time. (Items 153-160)

TIME SPENT ON ACTIVITIES EACH WEEK							
		Percent by Time and Gender					
Activity:		0 - 1 Hour	1 - 4 Hours	5 - 9 Hours	10-15 Hours	16-20 Hours	20 + Hours
Sports	Male	39%	20%	16%	16%	7%	5%
	Female	47%	20%	13%	13%	5%	3%
School Extra-curricular Activities	Male	73%	16%	6%	3%	1%	2%
	Female	57%	28%	9%	4%	2%	1%
Having fun with parents (not TV)	Male	47%	33%	11%	5%	3%	2%
	Female	48%	38%	9%	3%	1%	1%
Homework or studying	Male	21%	32%	28%	12%	5%	2%
	Female	8%	32%	33%	19%	5%	3%
Hanging out with friends	Male	17%	16%	20%	22%	10%	19%
	Female	6%	20%	31%	20%	13%	10%
Job for pay	Male	58%	14%	12%	5%	3%	7%
	Female	63%	16%	10%	7%	2%	2%
Spending time with boy or girlfriend	Male	63%	10%	13%	6%	4%	5%
	Female	63%	10%	12%	6%	4%	6%
Non-school activities	Male	68%	15%	11%	3%	1%	2%
	Female	42%	30%	18%	7%	3%	2%

Figure 8-3

Perception of Community Involvement with Teens

Martha's Vineyard teens are very aware of the community in which they live. Several questions asked for the students' opinions around how much the community pays attention to teens, and particularly if teens find community members supportive. (Items 50, 52, 54-58) Figure 8-4 delineates the responses of teens who feel the community is aware of and responsive to teen behaviors but does not necessarily offer sufficient activities to meet their need to have fun.

"AGREE" OR "STRONGLY AGREE" WITH COMMUNITY SUPPORT STATEMENTS		
	Male	Female
I can count on the police if I am having a problem or need help, etc.	44%	61%
Adults in my neighborhood or community keep an eye on what teens are up to.	48%	43%
If I were having a serious personal problem, there is an adult who's not my parent whom I would feel okay talking to.	63%	76%
If an adult in my town saw me drinking alcohol, they would probably tell my parents.	75%	78%
If I had a problem, there are neighbors whom I could count on to help me.	52%	57%
If I were to do something wrong, adults in my town would probably tell my parents.	81%	81%
In my community there are lots of fun things for kids my age to do.	25%	20%

Figure 8-4

CHAPTER 9

Parent-Teen Relations

Teen Worries

The main areas of concern to Martha's Vineyard teens are: getting good grades; what is happening with their friends; how they look; the poor and hungry in our community and the world; getting a good job after they finish school; getting along with parents; worrying about family finances. In general, females worried more than males about most issues. Figure 9-1 shows the top worries as indicated by the percentage of students responding "*quite a bit*" or "*very much*." (Items 11-27)

Some worries varied by grade level and others by gender. For example, "*getting a good job*" peaked in the 12th grade for boys and girls. Worrying about "*getting good grades*" was highest in 7th grade for boys and 9th and 11th grade for girls. Concerns over "*fitting in*" were highest for boys and girls in 8th grade and 9th grade respectively. The worry related to "*getting along with parents*" decreased slightly with teens in higher grade levels, although 11th grade girls did report more concern about getting along with parents than at any other grade level. Girls were nearly three times as likely as boys to report that they worried about their weight. (See also: Chapter 4 (Body Image and Eating Disorders). Overall, males worried less than females on all items except "*getting a good job*".

TEENS WORRY "QUITE A BIT" OR "VERY MUCH" ABOUT:		
Worry about . . .	Males	Females
Getting good grades	56%	64%
What's happening with friends	35%	56%
How I look	32%	50%
Getting along with parents	20%	54%
Getting a good job	30%	25%
Family finances	26%	30%
The <u>poor and hungry</u>	19%	30%
Fitting in with other kids	22%	22%
How well my parents get along with each other	21%	23%

Figure 9-1

Communicating about Personal Problems

Parent-teen communication is an important vehicle for sharing ideas, values, concerns and dreams. As numerous scholars and family professionals have noted, good communication is vital to the well being of parent-teen relations.

Figure 9-2 displays the percentage of teens, by gender, who say they "*never*" or "*rarely*" talk to their mother or father about their personal problems. Teens are more likely to talk with their mothers than with their fathers. More than half (55%) of all teens "*never*" or "*rarely*" talk to their fathers about personal problems while about half (46%) of all teens report "*never*" or "*rarely*" talking with their mothers. (Items 120 & 126)

"RARELY" OR "NEVER" TALK TO PARENTS ABOUT THEIR PERSONAL PROBLEMS		
Gender	Never or Rarely Talk with Mother	Never or Rarely Talk with Father
Males	51%	32%
Females	44%	55%

Figure 9-2

When asked "*Who would you go to to discuss a personal problem?*" half of the teens (51%) responded "*one of my friends.*" While their first choice was to turn to a friend, their second choice was a parent (17%) and their third choice (9%) was an adult friend. (Item 72) Figure 8-3 pictures this.

PERSON TO WHOM TEENS WOULD GO TO DISCUSS PERSONAL PROBLEMS	
One of my friends	52%
Parent	17%
Adult friend	9%
Brother or sister	8%
Teacher, coach or school counselor	7%
Grandparent or other adult relative	4%
Other (clergy, employer, youth organization leader)	3%

Figure 9-3

When asked how often in the past year they have had a good talk with their parents on some of the same topics, many teens reported that such talks "*never*" or "*rarely*" happened. (Items 115-126) Figure 9-4 illustrates this data.

Birth control was the least discussed subject, while job or education plans were discussed most often. Over one-half of the teens surveyed reported that they "*never*" had a good discussion with their parents within the past year about birth control. Likewise, a similar number of teens reported that they had not had a good discussion about sex before marriage with either parent/step parent. It seems reasonable to assume that more in-depth conversations on important topics in these areas would benefit both teens and parents.

"NEVER" OR "RARELY" HAVE A GOOD TALK WITH THEIR PARENTS CONCERNING...				
	Mothers		Fathers	
	Males	Females	Males	Females
Birth Control	71 %	65 %	70 %	79 %
Premarital Sex	64 %	54 %	67 %	73 %
Risks of Drinking/Using Drugs	56 %	50 %	56 %	63 %
Dangers of AIDS or HIV	53 %	46 %	60 %	64 %
Personal Problems	51 %	44 %	55 %	61 %
Plans after High School	26 %	25 %	32 %	28 %

Figure 9-4

Communication difficulties between parents and teens can sometimes lead to a teen **deciding to leave home**. Sixteen percent (16%) of the Island teens surveyed **reported** they had actually run away from home and stayed away overnight **at least once** in the past year. (Item 88)

Parental Support and Love

Another factor that is central to the development of children and the general quality of the parent-teen relationship is how supportive and loving parents are. (Items 95-102) Figure 9-5 highlights teen views on parental support.

PARENTAL SUPPORT		
My father and/or mother:	Always or most of the time	Rarely or never
are there when I need them.	67%	13%
trust me.	71%	11%
care about me.	84%	6%
are fair enforcing family rules.	57%	15%

Figure 9-5

Decision-Making

Research has shown that those teenagers who are the most competent, responsible and have the highest self-esteem are more likely to have parents who allow them to express their opinions, involve them in making decisions and rules, and explain the reasons behind family rules and discipline (Demo, Small, Savins-Williams, 1987).

By involving children in making decisions, parents teach their teens how to make important and wise decisions under their watchful supervision. This parenting style is known as democratic: "*My mother/father and I talk about it and together we come to a decision.*" Such a parenting style can be contrasted with the authoritarian style where parents make most or all the decisions and allow their child little say in decisions or rules, ("*My mother/father tells me exactly what to do*"). With the permissive parenting style, parents allow their child to make all decisions with little or no input or advice from them ("*She/he doesn't care what I do, so I decide for myself*"). Figure 9-6 illustrates teens' perspectives on the parenting styles of their own parents. (Items 89 & 90)

HOW DECISIONS ARE REACHED IN FAMILIES		
	Mother	Father
No mother or no father at home.	6%	17%
They tell me what to do. (Authoritarian)	13%	14%
They ask my opinion but they decide.	25%	20%
We decide together. (Democratic)	31%	23%
We discuss it, and I decide.	7%	7%
They trust me to decide.	15%	14%
They don't care so I decide. (Permissive)	3%	5%

Figure 9-6

Discussions and explanations do take place in some Island families. When asked if parents discuss their reasons for making a decision, 54% of the teens say that their mothers always or usually give a reason. Forty-five (45%) of the teens report their fathers explain decisions. (Items 91 & 92)

Parental Monitoring

Recent research has suggested that parental monitoring can be an important factor in preventing adolescent problem behavior. Parental monitoring involves a parent's supervision and awareness of a child's behavior and whereabouts. Higher levels of parental monitoring have been found to be related to lower rates of sexual activity and alcohol and other drug use (Dornbusch et. al., 1985; Patterson and Stouthamer-Loeber, 1984; Small and Silverberg, 1991).

Teens were asked how much time they spend at home without their parents. Approximately 50% of the responses indicated that they spend less than 4 hours a week without at least one parent being around them at home. The number of hours alone increases as students get older. (Item 152)

A series of questions in the survey attempted to assess how well teens were monitored by their parents. Teens were asked to indicate how often they talk with parents about their plans, if they are required to call home if they will be late, and

how much effort their parents make to get to know their friends. Figure 9-7 shows the percentage of all students who reported how parents monitor their behavior in various important aspects of their lives. (Items 103-111)

PARENTS MONITOR TEEN BEHAVIOR "MOST OF THE TIME" OR "ALWAYS"	
Parents ask where I'm going	82%
Call to let parents know if going to be home late	82%
Parents know friends	77%
Tell my parents who I'm going to be with	68%
When out at night, parents know where I am	66%
Parents know after school plans	64%
Parents know parents of my friends	51%
Talk with parents about plans with friends	43%
Know how I spend my money	42%

Figure 9-7

It is important to point out that effective parental monitoring of teenagers does not mean that parents must always be present, nor does it suggest that parents should be overly intrusive in their children's lives. Rather, it implies that parents show an active interest in the lives of their children and a willingness to enforce family rules and raise issues that concern them.

Teen Truthfulness

Figure 9-8 highlights teen responses to a question aimed at how truthful teens are with the adults in their family (Item 93)

HOW OFTEN DO YOU LIE TO YOUR PARENTS?		
	Male	Female
Never	6%	7%
Rarely	40%	41%
Sometimes	42%	41%
Most of the time	8%	9%
Always	4%	3%

Figure 9-8

CHAPTER 10

Understanding Teen Behaviors in the Context of Adolescent Development

Adolescence is a time of transitions characterized by significant changes in physical, intellectual, psychosocial, and moral development. It is a time when young people move from the simple, structured world of childhood to the complex and often ambiguous adult society. While most adolescents manage this transition successfully, some youngsters have problems negotiating the changes from childhood to adolescence and/or from adolescence to adulthood.

Over the past twenty years, social scientists have been searching for factors that differentiate those youngsters who are at greater risk for developing problems from those who are not. The nature of adolescence today places all young people at risk because the widespread use of alcohol and drugs and the level of sexual activity among American adolescents exposes large numbers of young people to these problems. Parental substance abuse and the lack of role models also contribute to the increased risks. Yet we know that some individuals are more likely to initiate and continue these problem behaviors than others (Steinberg, 1989).

Although there are factors that make contemporary adolescence a risky period for the onset of substance abuse and other problematic behaviors, there are vast differences within the adolescent population in vulnerability to these risks. There are some risk factors which seem to increase an individual's susceptibility to dangerous or problem behaviors; other factors seem to offer some protection or enhance the youngster's ability to resist the problem behaviors.

Some of these risk and protective factors involve the biological, cognitive or psychosocial changes experienced by the young person during the adolescent years. Other factors are directly related to the adolescent's changing social relationships, particularly those with family members and peers which can influence problem behaviors. At another level, transitions in an adolescent's relation with school, work settings, family and society at large can influence decisions and behaviors of teens. Understanding the transitions that occur during adolescence can help to minimize the risk factors and enhance the protective factors to help support the healthy development of our young people.

An area of special significance is understanding the cognitive changes of adolescence. **As they mature**, adolescents' thinking becomes more sophisticated and more adult-like in many respects. Because they are showing signs of more adult-like thought processes, adolescents and adults may treat them as mature adults all the time. However, as they become more introspective, teens often go through periods of extreme self absorption which Elkind (1978) calls "adolescent egocentrism." This

adolescent egocentrism results in limitations in thinking that can make some teens more vulnerable to negative influence and potentially dangerous behavior.

One such limitation is the "personal fable." It revolves around the adolescent's erroneous belief that his or her experiences are unique and specific only to them, and they are not as susceptible to the risks which affect everyone else. For example, a young person who can recite the statistics about alcohol and fatal automobile accidents may still drink and drive because he believes it can't happen to him.

Another limitation in adolescent thinking is the "imaginary audience" or a heightened self-consciousness that emerges in early adolescence. Adolescents believe that others are as wrapped up in the details of their own appearance and behavior as they are. When they create this imaginary audience, adolescents tend to overestimate the number of teens involved in particular behaviors. Also, they tend to overestimate the degree to which their behavior will lead to social acceptance or social rejection. This kind of thinking makes the adolescent more vulnerable to pressures by others.

A third important developmental consideration is the increased influence of peers, sometimes referred to as "peer pressure." During childhood, boys and girls are highly oriented toward their parents and far less so toward their peers. As they approach adolescence, young people become less susceptible to parental influence, but they replace their dependence on parents with dependence on peers. There is little net gain in self-reliance; only the source of influence has shifted from parents to peers. As adolescents mature, they develop a greater sense of autonomy and self-sufficiency which allows them to establish more independent relations with both parents and peers.

During adolescence, teens frequently question previously accepted values of their parents and other adult authorities before arriving at their own personal set of principles which govern their behavior. During this time, teens may test out some socially disruptive and sometimes health-endangering behavior. However, most adolescents who experiment with drugs or other health-compromising practices do not escalate their worrisome behavior (Baumrind, 1987).

Most adolescents manage the transitions of adolescence successfully. The majority of young people emerge with a healthy sense of self, warm relationships with their parents, a capacity to make intelligent and responsible decisions, and with one or more close relationships with agemates. However, some teens do encounter serious psychological and behavioral problems that disrupt not only their lives but the lives of those around them (Steinberg, 1989).

The young person who approaches adulthood with a sense of confidence and purpose, well developed social and instrumental competencies, who associates with peers who value achievement (academic, athletic, artistic, or otherwise) and

responsible behavior, and who devalues drug and alcohol use, is at relatively low risk for substance abuse and associated problems. In contrast, the young person who possesses few skills and little hope for the future, who associates with peers who embrace an antisocial or pro-drug lifestyle, and who spends a large part of his or her day isolated from adults, runs a greater risk of developing problem behaviors. Consequently, it's exceedingly important to understand influences on the adolescent's self-conceptions, social relations, and activity patterns.

APPENDIX C

UNEMPLOYMENT BY TOWNS

1993	CHIL.	EDG.	G.H.	O.B.	TIS	W.T.	
JAN	8.9	19.7	25.6	11.5	20.7	4.2	15.4
FEB	8.7	19.5	23.1	12.7	19.4	4.4	15.2
MAR	7.7	17.4	18.4	11.4	17.3	5.5	13.7
APR	7.1	13.5	21.7	7.9	11.7	2.9	7.5
MAY	4.0	7.0	21.8	7.8	5.9	1.9	6.2
JUNE	1.6	4.2	13.8	4.7	5.2	1.8	4.2
JULY	3.0	2.9	10.3	4.0	4.6	1.1	3.5
AUG	3.2	3.0	14.3	4.0	4.3	0.9	3.4
SEPT	4.2	3.5	5.8	7.2	6.2	1.5	4.7
OCT	6.3	6.0	18.2	7.2	9.8	1.5	9.2
NOV	7.8	12.4	22.8	9.5	11.9	2.5	11.2
DEC							

yearly average unemployment rate for
Mantua's Vineyard = 8.6%

Statistics from Mass Dept. of Employment and Training

AVERAGE ANNUAL EMPLOYMENT

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
<hr/>											
PHILIPPA											
Employment	398	327	321	337	331	401	446	639	420	414	353
Unemployment Rate	3.7%	6.8%	3.2%	1.7%	1.5%	1.5%	3.2%	1.3%	3.4%	3.7%	3.7%
EDGARTOWN											
Employment	1,359	1,455	1,448	1,607	1,711	1,935	2,144	3,029	2,081	2,048	2,152
Unemployment Rate	5.7%	4.9%	3.9%	3.2%	3.2%	3.3%	3.7%	3.0%	7.0%	11.0%	10.5%
DAY HEAD											
Employment	117	123	124	137	146	117	139	132	126	124	98
Unemployment Rate	7.7%	7.0%	5.6%	4.4%	4.3%	6.4%	3.9%	5.3%	6.0%	16.2%	17.3%
DAN BLUFFS											
Employment	1,079	1,166	1,132	1,250	1,329	1,280	1,409	1,984	1,321	1,301	1,736
Unemployment Rate	10.2%	3.3%	7.2%	6.0%	5.3%	4.3%	4.0%	1.3%	6.5%	9.3%	7.5%
TISBURY											
Employment	1,899	2,066	2,011	2,206	2,339	2,275	2,491	3,572	2,409	2,370	1,991
Unemployment Rate	7.7%	6.5%	5.3%	4.4%	4.3%	3.1%	2.2%	1.3%	5.5%	7.7%	11.3%
WEST TISBURY											
Employment	657	721	710	791	842	860	949	1,334	960	945	1,092
Unemployment Rate	1.3%	1.5%	1.3%	1.0%	1.0%	0.9%	0.5%	0.1%	1.3%	2.2%	2.7%

SOURCE: Massachusetts Department of Employment and Training

APPENDIX D

US Dept. of Commerce
Business Census

22 MASSACHUSETTS

COUNTY BUSINESS PATTERNS

Table 1e. The State—Employees, Payroll, and Establishments, by County: 1990 and 1989

[Excludes most government employees, railroad employees, and self-employed persons. (D) denotes figures withheld to avoid disclosing data for individual companies. For explanation of terms, statement on reliability, and comparability with other data, see introductory text.]

County	1990				1989			
	Number of establishments	Number of employees for week including March 12	Payroll (\$1,000)		Number of establishments	Number of employees for week including March 12	Payroll (\$1,000)	
			First quarter	Annual			First quarter	Annual
Total	168 329	2 772 444	16 878 468	68 718 217	162 431	2 698 458	16 624 654	68 258 431
Barnstable	7 161	60 557	256 064	1 142 068	7 388	62 537	258 311	1 147 021
Berkshire	4 119	57 345	293 118	1 195 540	4 152	59 063	290 406	1 212 976
Bristol	11 902	182 282	895 125	3 636 329	12 169	195 586	898 437	3 698 341
Dukes	720	3 680	16 100	78 490	760	3 881	17 205	79 660
Essex	16 583	255 987	1 448 832	5 838 363	17 158	267 352	1 416 381	5 987 242
Franklin	1 881	20 880	98 522	421 245	1 729	21 603	96 149	407 814
Hampden	10 851	188 821	980 526	4 135 609	11 069	196 867	971 714	4 078 714
Hampshire	3 204	43 239	195 656	812 435	3 235	46 098	198 317	932 446
Worcester	38 442	741 652	4 963 993	20 299 153	39 300	791 468	5 037 210	20 503 490
Vermont	540	2 971	13 252	68 161	541	2 892	12 895	68 321
Norfolk	17 584	296 612	1 657 318	7 544 094	17 948	300 083	1 750 368	7 219 000
Plymouth	10 168	131 491	640 204	2 651 687	10 540	140 050	645 250	2 587 478
Suffolk	16 913	510 072	3 660 984	14 533 447	16 323	520 625	3 515 645	14 146 893
Worcester	16 409	276 265	1 528 473	6 248 538	17 072	288 161	1 512 460	6 178 387
Statewide	32	530	3 201	13 037	48	500	2 926	11 750

*Revised.

Note: Employment-size classes are indicated as follows: A—0 to 19; B—20 to 99; C—100 to 249; E—250 to 499; F—500 to 999; G—1,000 to 2,499; H—2,500 to 4,999; I—5,000 to 9,999; J—10,000 to 24,999; K—25,000 to 49,999; L—50,000 to 99,999; M—100,000 or more.

US Dept Comm
Bus Census

Statewide and Dukes County Substance Use Indicators:

Data presented in Indicators of Substance Use in Massachusetts, a 1992 report prepared by Health and Addictions Research, Inc. on behalf of the State of Massachusetts suggests that the residents of Dukes County have a significantly higher-than-average prevalence of substance abuse.

- Between 1986 and 1990, an average of 146 persons from Dukes County were discharged annually from acute care hospitals following substance abuse treatment. This translates into a rate of 1,254 discharges per 100,000 population, over three times the State-wide rate of 389 per 100,000 population.
- Between 1986 and 1990, 192 persons annually were admitted to publicly-funded substance abuse treatment facilities. This translates to a rate of 1,646/100,000 population for Dukes County, versus 1,584/100,000 for the State of Massachusetts.
- Arrests for operating a motor vehicle while under the influence of drugs/alcohol (OUI) is a legal indicator of substance abuse. In Dukes County, 204 persons appeared before the court for OUI violations. This rate of 1,751/100,000 surpassed the State-wide rate by 273%.

APPENDIX E

COMMUNITY SERVICES' SERVICE AREA: SUBSTANCE USE INDICATORS PER TOWN Average Total Per Year, 1986 - 1989

Service Area Town	1990 Population	Hospital Discharges Per Year	Treatment Admissions Per Year	Court OUI Per Year
Chilmark	650	6	8	
Edgartown	3,062	43	83	204
Gay Head	201	1	6	
Gosnold	98	0	2	
Oak Bluffs	2,804	44	42	
Tisbury	3,120	48	39	
West Tisbury	1,704	5	11	
Total Dukes County (Mean Incidence Per Year)	11,639	146	192	204
Duke's County Rate Per 100,000		1,254	1,646	1,751
Massachusetts Rate Per 100,000		389	1,584	642

Source: Mass. Dept. of Public Health, Bureau of Substance Abuse Services, Health & Addictions Research, Inc. 1992

NOTES:

Hospitals discharges are from all acute care hospitals in Massachusetts.

Treatment admissions are admissions to publicly-funded substance abuse facilities; data are for 1986 - 1990.

Court OUI shows District Court filings for Operating a motor vehicle while under the influence of drugs/alcohol.

Rate per 100,000 shows average rate per 100,000 population per year.

There are high recidivism rates in SA treatment; data do not show an unduplicated count of persons.

MARTHA'S VINEYARD REGIONAL HIGH SCHOOL
Oak Bluffs, Massachusetts 02557

Principal: Dr. Gregory Scotten
 Ass't. Principal: Dougal Herr
 Vocational Education Director: Kevin Carr

Guidance Director: Joseph Didato
 Counselors: Mary Kay MacDonald
 Shauna Nute
 Guidance Secretary: Bonnie Jackson
 Telephone: (508) 693-1033
 Fax: (508) 693-1891

THE ISLAND

The island of Martha's Vineyard, six miles south of Woods Hole on Cape Cod and eighty miles south of Boston, consists of six small communities - Tisbury, Oak Bluffs, Edgartown, West Tisbury, Chilmark, and Gay Head. It is approximately twenty miles long and ten miles wide, with a permanent population of 15,000 and a summer population in excess of 80,000. The Woods Hole, Martha's Vineyard, and Nantucket Steamship Authority provides year round ferry service to the mainland. As more individuals and families take up permanent residence on the Vineyard, especially those seeking a life style different from urban living, the island's inhabitants have become increasingly heterogeneous ethnically, socially, and economically. Building and home maintenance, tourism, and commercial fisheries provide the principal work opportunities for our inhabitants.

THE SCHOOL

The Martha's Vineyard Regional High School, built in 1959 and renovated in 1980, is a four year secondary school that serves all six island communities. The school strives to meet the needs of an increasingly diverse student body whose interests range from vocational to college preparatory. Currently, 59 professional educators serve the needs of our 490 student body. The school's drop-out rate is 4% and slightly more than 70% of our graduates attend post-secondary schools. Of those who continue their education in baccalaureate degree programs on the mainland, few however, find the island conducive to earning their livelihood. Annual follow-up studies of our graduates attending college, show that approximately 85% successfully adjust and remain to complete their freshman year.

THE CURRICULUM

Students attending Martha's Vineyard Regional may choose from any of the following programs: college preparatory, business education, and vocational training. Achievement grouping predominates. In addition to earning a minimum of 100 points of credit, all students must fulfill the following minimum course requirements for graduation: 4 years of English; 3½ years in Social Studies; 2 years each in Mathematics and Science; and 4 years in Health and Physical Education. They may also elect course work in the dramatic arts, the fine arts, home economics, industrial arts, foreign language, music, business education and computer science. Considerable depth of study - the equivalent of 4 to 6 years - can be acquired in many major subjects and A.P. courses are offered in English, Calculus, Biology and European History. Independent study proposals submitted by students and supported by teachers and administration may add further to this depth of study. For those needing remediation or possessing special needs, the Regional employs a full-time reading teacher, a school psychologist and several special needs instructors.

**Post-Secondary Education: Class of 1993 Mean SAT & Achievement:
Class of 1993 (Highest Verbal & Math Scores)**

Class Size:	97	Senior SAT Verbal: 448/Top 1/4th: 513 N = 74
4-Year College:	61 (64%)	Senior SAT Math: 473/Top 1/4th: 574
2-Year College:	10 (10%)	English Composition ACH: 508 N=27
And Technical		Math Level I ACH: 531 N=13
		Math Level II ACH: 682 N=10
Total		TSWE: 45 N=72
Post-Secondary	71 (74%)	

WEIGHTED GRADE EQUIVALENTS:

for computation of class rank

Mark	Honors AA	College A	College B	Basic C
100-95 A	14	12	10	8
94-90 A -	13	11	9	7
89-85 B +	12	10	8	6
84-80 B	11	9	7	5
79-75 C +	10	8	6	4
74-70 C	9	7	5	3
69-65 D +	8	6	4	2
64-60 D	7	5	3	1
59-0 F	0	0	0	0

Recommended Passing Grade College Prep. - 70.

**COLLEGES AND POST SECONDARY SCHOOLS ACCEPTING
MVRHS GRADUATES 1993**

Assumption College	Ithaca College	Salve Regina University
Bay Path College	Johnson and Wales University	School of the Museum of Fine Arts
Becker College	Keene State College	Skidmore College
Bennington College	Kenyon College	Springfield College
Boston University	Lasell College	Stonehill College
Brown University	Lehigh University	Swarthmore College
Bridgewater State College	Mary Washington College	Sweet Briar College
Cape Cod Community College	Massachusetts College of Art	Suny-New Paltz
Carnegie-Mellon University	Marietta College	Syracuse University
Carleton University	Marlboro College	Trinity College
Champlain College	Merrimack College	Tufts University
Clemson University	Mitchell College	Unity College
City Year Peace Corps	Massachusetts Institute of Technology	University of Connecticut
Connecticut College	Middlebury College	University of Massachusetts
Curry College	Mount Holyoke College	University of Maine
Dean Junior College	Newbury College	University of New England
Dickinson College	New Hampshire College	University of New Hampshire
Elmira College	Northeastern University	University of Richmond
Elms College	Parsons School of Design	University of Rochester
Emerson College	Penn State University	University of Vermont
Endicott College	Plymouth State College	Western New England College
Framingham State College	Portland School of Art	Westfield State College
Franklin Pierce College	Rochester Institute of Technology	Wheaton College
George Washington University	Roger Williams College	Wheelock College
Green Mountain College	Saint Anselm's College	William Smith College
Hamilton College	Saint Lawrence University	Worcester Polytechnic Institute
Hampshire College	Saint Michael's College	Yale University
Hartwick College	Salem State College	

HEALTH AND HUMAN SERVICES

M.V. HOSPITAL

MARTHA'S VINEYARD HOSPITAL
LINTON LANE
OAK BLUFFS 02557
Main Switchboard: 693-0410
President: Abbie Taylor

Martha's Vineyard Hospital is a 73-bed non-profit community hospital dedicated to meeting the primary health care needs of the Island. It is fully accredited by the Joint Commission on Accreditation of Health Care Organizations and licensed by the Department of Public Health of the Commonwealth of Massachusetts. It is a member of the American Hospital Association and the Cape and Islands Hospital Consortium.

The Hospital offers the following services:

Ambulatory Surgery

Cafeteria - Open to the public.

Cardiac Rehabilitation Program - Education, exercise, rehabilitation counseling for patients at risk for heart problems. Physician referral only.

Child Care Center - Licensed for children one month to seven years. The center is open to employees of all Hospital Foundation organizations. Ext. 445 or 455.

Diagnostic Radiology - Routine X-rays, CAT-scan, ultrasound and nuclear medicine available by physician referral. Mammography available on a self-referral basis.

Dialysis - A four-station outpatient hemodialysis unit is available to residents and visitors with end stage renal disease, by physician referral.

Employee Assistance Program - Available to Island employers for use by their employees, this program offers appropriate care/counseling for a broad range of human relations problems including alcohol and drug abuse, emotional and behavioral disorders, family and marital discord and legal and financial problems. Self-referral, ext. 120.

Emergency Services - A fully-staffed emergency room has physician and nursing staff coverage 24 hours a day, 365 days a year.

Helicopter Pad - Enables swift emergency transport by helicopter for patients to top medical care in nearby metropolitan centers.

Intensive Care Unit - A four-bed unit with sophisticated monitoring devices and a highly-trained nursing staff to keep a constant watch over the seriously-ill patient.

Laboratory - The fully-accredited lab is manned by qualified technicians who conduct a full range of tests.

Lifeline - A personal emergency response system which sustains independence for elderly or disabled people living at home. Self-referral, 693-6386.

Long Term Care - The 41-bed unit offers the Island's only licensed nursing home care.

Maternity/Nursery - Full services including a birthing room and prenatal classes, offering individualized care for mothers, babies and families.

Nutrition - Individual and group nutrition and diet counseling. Self-referral, ext. 448 or 220.

Physical Therapy - Therapeutic treatments provided by skilled physical therapist using modern equipment for orthopedic, neurological and medical problems or injuries.

Pulmonary Rehabilitation Service - Education, exercise, rehabilitation counseling for patients with chronic lung disease. Self-referral, ext. 243.

Social Services - Counseling for patients and families, discharge planning, referrals to Long Term Care, nursing homes and other facilities.

Substance Abuse Program - Detoxification, post-detoxification, outpatient services and referral. Self-referral, ext. 106.

Volunteers - For more information, call ext. 218.

Hospital-based medical staff is available in the following departments: *Anesthesiology; Family Practice; Family Practice/Internal Medicine; Neurology; Obstetrics/Gynecology/Infertility; Pediatrics; Psychiatry; Radiology; Surgery.*

Specialists in the following disciplines visit the Island on a regular basis: *Cardiology*, physician referral necessary, one Friday per month; *Ophthalmology*, weekly as needed; *ENT/Audiology*, one Friday per month; *Urology*, third Monday of the month; *Orthopedics*, every Monday and Thursday; *Plastic and Reconstructive Surgery*, one Friday per month.

For more information on the medical staff or the visiting specialists, contact the hospital.

M.V. COMMUNITY SERVICES

MARTHA'S VINEYARD COMMUNITY SERVICES

P.O. BOX 369

VINEYARD HAVEN 02568

(EDG-VHAV RD., OAK BLUFFS)

693-7900 (Connecting all departments unless noted)

Director: Ned Robinson-Lynch

Administration; Bernadette LaPorte - Responsible for billing, payroll and accounts payable.

Alcohol/Substance Abuse Services - Comprehensive program including group and individual services for treatment of alcohol and other substance abuse problems. Services include education, counseling, support and referral. Medicaid, insurance accepted. Sliding fee scale available.

Early Childhood Programs (ECP); Director, Debbie Milne - Services include: child care for infants through age six in both Family Day Care and a center-based program designed to support children, teachers and families (funding available); home-based Head Start Program for 3 and 4 year-old children with weekly socialization; consultation on parenting issues; Discovery Rooms open on weekends for parents to play

with their children (\$3 fee), also available for birthday parties; lending library of books and learning materials; annual Early Childhood Conference. Sliding fee scale; some scholarships available.

Emergency Services; Crisis Worker on call 24 hours a day; 693-0032 - Provides psychiatric backup for emergencies with psychiatric, suicide or other emotional or psychological crises. Sliding fee scale available. Referral to both in-patient or out-patient counseling as necessary.

Health Clinic; Director, Gretchen Mayher - Offers a range of clinic services to Island residents including health screening, vaccinations for children and adults (tetanus, flu, polio, etc.), dressing changes, medbox fillings, blood pressure checks, etc. for referral to appropriate medical care. By appointment.

Island Counseling Center; Director, Tom Bennett - Provides a full range of psychiatric, psychological and social work services. Counseling for substance abuse problems, youth, adolescent and adult out-patient counseling, special needs counseling, group and individual counseling for a wide range of problems. Daybreak psycho-social adult day program and case management services available. Medicaid, health insurance accepted. Sliding fee scale available.

Project ABLE; Program Coordinator, Chip Bergeron - A program of job placement and training for people with disabilities who are capable of independent employment given adequate training.

Special Needs Support Services; Director, Julie Whitehill - Provides a full range of employment, social and counseling services to people with disabilities. Services include work support, social clubs, special activities, Community Residence (693-8042) - a residential facility for adults with disabilities or special needs, counseling support and referrals. All services free except counseling. Sliding fee scale available.

Thrift Shop; Volunteer Coordinators: Harriet Sayre, Jean DeLorenzo, Marcella Provost; 693-2278 - A volunteer run and managed division of Community Services. Provides quality used clothing, household items and furniture to Island residents. All proceeds benefit the many programs of Community Services. Donations of saleable items and volunteers welcome.

Visiting Nurse - Homemaker Service; Director, Christopher Knowles. Daytime number: 693-7900; 24 hour number, 693-1481 - Provides nurses, certified nurse practitioners, home health aides, physical therapists, occupational therapists, ~~private~~ duty nurses, social workers, psychiatric nurses, and home care specialists, comprehensive health care for Islanders.

Women's Support Services; Director, Ann Wallace. Office number, 693-7900; 24 hour hot-line, 696-SAFE - Provides confidential support services including counseling, temporary shelter, and court advocacy to victims of domestic violence and sexual assault. Individual and group counseling focuses on support, empowerment and ending violence in people's lives. No charge for services.

Youth Center; Director, Beverly Mann. Daytime number, 693-7900; after 5 pm, 693-2900 - Provides a safe, supportive drop-in environment for Island teenagers, as well as individual and group counseling dealing with problems facing today's youth. Small membership fee for drop-in center. Sliding fee scale for counseling.

Also conducts special programs relating to empowering youth, school issues, employment and social activities.

SUBSTANCE ABUSE SERVICES, 12 STEP PROGRAMS, SUPPORT GROUPS

Meeting times are subject to change.

A.D.D. PARENT SUPPORT GROUP

For parents of children with Attention Deficit Disorder. For information, call 693-7472.

First Wednesday - 7:30 pm, offices of M.V. Appraisals, Edg.

AL-ANON

For information call 693-7067.

Sunday - 7 pm step mtg, M.V. Community Services library and conference room, OB.

Monday - noon, Federated Church parish hall, Edg;

8 pm beginners mtg, M.V. Hospital library.

Wednesday - noon brown bag lunch discussion mtg, St. Augustine's Church, Franklin St., VH.

Thursday - 8 pm discussion mtg, Grace Church parish house, VH.

ALCOHOLICS ANONYMOUS

For information call 693-2150.

Sunday - 11 am open discussion mtg, M.V. Hospital; 3 pm open speakers mtg, Grace Church parish hall, VH (no smoking). 7 pm open Grapevine, Sacred Heart parish hall, OB.

Monday - 6:45 am open discussion mtg, M.V. Hospital; noon open discussion mtg, M.V. Hospital; 7 pm open (90 days sobriety for outsiders) discussion mtg, Dukes County House of Correction, Edg; 8 pm open speakers mtg, M.V. Hospital; 8 pm women's closed speaker discussion, First Baptist Church, VH; 8 pm open discussion mtg, Chilmark School (no smoking).

Tuesday - 6:45 am open discussion mtg, M.V. Hospital; noon, open discussion mtg, St. Andrew's Church, Edg; 8 pm closed step mtg, Grace Church, VH (no smoking); 8 pm open gay alcoholics mtg, WT Congregational Church.

Wednesday - 6:45 am open discussion mtg, M.V. Hospital; noon open discussion mtg, M.V. Hospital; 7 pm open (90 days sobriety for outsiders) discussion mtg, Dukes County House of Correction, Edg; 8 pm open Big Book discussion mtg, St. Andrew's parish Hall, Edg; 8 pm open beginners step mtg, M.V. Hospital.

Thursday - 6:45 am open discussion mtg, M.V. Hospital; noon, open discussion mtg, Christ United Methodist Church, VH (no smoking); noon, open step mtg, St. Andrew's Church, Edg; 8 pm open step mtg, M.V. Hospital; 8 pm open discussion mtg, Trinity Methodist parish hall, OB (no smoking).

Friday - 6:45 am open discussion mtg, M.V. Hospital; noon open speaker mtg, Grace Church parish hall, VH (no smoking); 7 pm open (90 days sobriety for outsiders) discussion mtg, Dukes County House of

Correction, Edg; 8 pm Vineyard Living Sober Group, St. Elizabeth's Hall (across from fire station), Edg; 8:30 pm closed speaker mtg, WT Congregational Church.

Saturday - 10 am open step mtg, First Baptist Church, VH; 7:30 pm open young peoples' mtg, Community Services Building, OB; 8 pm open speaker mtg, Federated Church, Edg.

CAREGIVERS SUPPORT GROUPS

Monday - 2 pm, Hillside Village community room (third Monday at Tisbury Senior Center). For information, call Joyce, 696-4205.

Friday - Caregivers for the Chronically Ill, 12 noon - 1:30 pm, M.V. Hospital social services department. For information, call Sue Madeiras, 693-0410 (8:30 am - 2:30 pm).

CO-DEPENDENTS ANONYMOUS

Wednesday - 7 pm open discussion mtg, The Anchors, Edg.

Thursday - 6:30 pm open discussion mtg, M.V. Hospital medical library.

NARCOTICS ANONYMOUS

For emergency help, rides and information, call helpline 693-7155. All meetings are non-smoking.

Sunday - 7 pm open speakers discussion, The Anchors, Edg.

Monday - 7:00 pm basic text study and discussion, Community Services complex, Building 3, OB.

Tuesday - 7 pm 1-2-3 step discussion, St. Augustine's parish hall, VH.

Wednesday - 5 pm open speakers discussion, Town Hall, GH.

Thursday - 8 pm 12 step discussion, Community Services Complex, Building 3, OB.

Friday - 7 pm open discussion, St. Augustine's parish hall, VH.

Saturday - 7 pm open speaker discussion mtg, M.V. Hospital medical library.

OVERCOMERS OUTREACH

For information call 693-4031.

Friday - 7:30 pm Christian 12 step mtg, Faith Community Church, Edg.

OVEREATERS ANONYMOUS

Beginners welcomed at all meetings. For information call 693-3703.

Sunday - 10 am, M.V. Hospital medical library.

Tuesday - 6:30 pm, M.V. Hospital medical library.

Thursday - 7 pm, Community Services Complex, OB.

Friday - 7 pm step mtg, Grace Church, VH.

PHOBICS ANONYMOUS

For information call 627-8226.

SEX AND LOVE ADDICTS ANONYMOUS

For information call 693-5806.

Wednesday - 6 pm step mtg, upstairs conference room, M.V. Hospital.

WIDOW TO WIDOWER SUPPORT GROUP

For information, call Rosemary, 693-8851.

Monday - 10:30 am, West Tisbury Church.

OTHER IMPORTANT SERVICES

AIDS TESTING AND SUPPORT SERVICES

AIDS Testing: Free, confidential AIDS testing on-island; 1-800-696-2437

AIDS Alliance of Martha's Vineyard, Inc.

P.O. Box 2093, Vineyard Haven 02568

Office: The Anchors, 10 Daggett St., Edgartown

Kate Lingren, LICSW, 627-8868

AIDS Alliance services include advocacy, resources, education, hotline support, case management and counseling for individuals and families.

Discussion and Information group meetings - open to the public, 1st Thursday every month, 7 - 8:30 pm., The Anchors, Edg.

Confidential support group for people with AIDS/HIV - meets regularly. For time and place, call 627-8868.

ELDER SERVICES

Elder Services of Cape Cod and the Islands, Inc.

Office: 693-4393

Elder and Handicapped Van Service: 693-4633

Nutrition Site, Edgartown: 627-4368

Nutrition Site, Vineyard Haven: 693-8337

Nutrition Site, West Tisbury: 693-2896

Elder Services of Cape Cod and the Islands, Inc. is a private non-profit corporation designated by the Executive Office of Elder Affairs (Commonwealth of Massachusetts) to serve as the area agency on aging. The agency administers the Commonwealth's home care program for Martha's Vineyard.

Services offered by this agency include: information and referral; case management; home care; transportation; Meals on Wheels; congregate nutrition programs; senior aide employment program.

Edgartown Council on Aging

The Anchors, 10 Daggett St., Edgartown
627-4368

Oak Bluffs Council on Aging

Wamsutta Ave., Oak Bluffs
693-4509

Island Council on Aging

Linton Lane, Oak Bluffs
693-4120

Tisbury Council on Aging

Tisbury Senior Center, Pinetree Lane, Vineyard Haven
696-4205

Up-Island Council on Aging

Howes House, State Rd., West Tisbury
693-2896

EMPLOYMENT TRAINING

**Cape Cod, Martha's Vineyard and Nantucket
Regional Employment Board (REB)**
c/o JTEC
Independence Park, 270 Communication Way
Hyannis, MA 02601
1-800-352-3153

Provides employment training services to eligible area residents while assisting employers in meeting their human resource needs. The REB can provide potential employers with trained and screened applicants. Contact the JTEC office for further information. See the next listing for more information on JTEC.

JTEC (Job Training and Employment Corporation)
Independence Park, 270 Communication Way
Hyannis, MA 02601
1-800-352-3153

Island Worker - Reuben Martin. By appointment only.

JTEC offers the following training programs:

Classroom training - Program providing training for individuals in current and emerging priority demand occupations.

Dislocated Workers/Re-Employment Assistance Program - A program for workers who have been terminated or laid off.

Employer Challenge Grant/Older Worker Program - A program for people 55 years or older.

Employment and Training AFDC (Aid to Families with Dependent Children) - A program for welfare mothers and fathers enrolled in Welfare's JOBS program.

Individual Referral - Program for specialized training that is not available through the above program - Computer training, electronics tech, floral design, hairdressing, etc.

Learning Center - A program designed to help clients obtain a GED or remediate for JTEC programs. The center is located in Hyannis. The hours are 9 am - noon or 1 - 4 pm.

On-the-Job Training - JTEC works with companies that offer comprehensive training for entry level positions. The training program lasts from four to twelve weeks.

Young Parent Program - Dept. of Public Welfare Grant to service teen parents ages 16 to 21 who are AFDC/GR eligible.

Mass. Department of Employment and Training
1 Douglas Way, Oak Bluffs
693-0566

Office hours: 8:30 am - 5 pm, M - F.

This office processes claims for unemployment insurance and assists in finding jobs.

Project ABLE, M.V. Community Services
P.O. Box 369
Vineyard Haven 02568
693-7900
Program Coordinator - Chip Bergeron

Project ABLE is a supported work program funded by Massachusetts Rehabilitation Commission (MRC). It

is a program of job placement and training for people with disabilities who are capable of independent employment given adequate training.

Vineyard Employment Options
P.O. Box 1443
Vineyard Haven 02568
693-7917
Program Director - David Vigneault

Vineyard Employment Options is a supported employment program for Vineyarders with disabilities, funded by the Department of Mental Retardation and vended by New England Residential Services.

FOOD ASSISTANCE

Island Food Pantry
Christ United Methodist Church
Church Street, Vineyard Haven
Open 2 pm - 4 pm; M, W, F.
Emergencies - call Rev. Alan Wood, 693-0476; Pamela Perry, 693-4764.

HANDICAPPED VAN SERVICE: The Lift, 693-4633

HOUSING ASSISTANCE

Island Elderly Housing, 693-5880, makes referrals to the Housing Assistance Office in Hyannis.

MASSHEALTH: 1-800-462-7738

MEDICAID ELIGIBILITY: 1-800-833-7582

NURSING AND HOME HEALTH SERVICES

See Health and Human Services, M.V. Community Services and Non-Profit Organizations, Other Non-Profits.
Also see Yellow Pages, Home Health Services and Nurses.

PARENTAL SUPPORT

**Island Parents Advisory Council
For Students With Special Needs**
P.O. Box 2151
Edgartown 02539
Jim Rankin, 627-5121
Carol Kennedy, 693-8612

Committee advises and consults with Island school committees on issues involving students with special needs.

Island Parents Educational Support & Training Center
P.O. Box 524
Vineyard Haven 02568
693-8612
Executive Director - Carol Kennedy

Serving Martha's Vineyard and Nantucket. Provides educational support to parents of children that receive special education services. Have a lending library of books and videos.

New Hope
93 Route 6A
Sandwich, MA 02563
1-888-3832
Joanne Claussen

New Hope offers 2 programs to Martha's Vineyard families. Their Parent Aide Program provides a trained and supervised parent aide volunteer to families experiencing the stress of parenting. Their Parenting Partners Program provides parent aid services and respite care to families with children.

**SERVICES FOR SEAMEN/WOMEN AND FISHERMEN/WOMEN**

The Seaman's Bethel
A Branch of the ~~Boston~~ Seaman's Friend Society
15 Beach Rd., P.O. Box 1821
Vineyard Haven 02568
693-9317, 1-617-426-1665

The Bethel offers direct, short-term help to all individuals (and their families) whose living depends on the sea. It provides emergency assistance, information and referral services, and individual advocacy for seafarers needing help with unions, employers or government agencies. It seeks to assist seamen and women in their efforts to improve those conditions that affect their livelihood, helping them to collectively address common concerns that impact on their well-being, by facilitating cooperative initiatives and endeavors.

SMALL BUSINESS ASSISTANCE

SCORE (Service Corps of Retired Executives) volunteers provide free consultation services for a wide range of business matters. For an appointment on Island with a SCORE representative, call 693-0085.

SOCIAL SECURITY

A Social Security Administration representative will be on the Island once a month at the Oak Bluffs Council on Aging on Wamsutta Avenue from 10 am - 1 pm on the following days.

SOCIAL SECURITY REP VISITS

1993	1994
January 25	January 24
February 22	February 28
March 22	March 28
April 26	April 24
May 24	May 23
June 28	June 27
July 26	July 25
August 23	August 22
September 27	September 26
October 25	October 24
November 22	November 28
December 27	December 19

For more information, call or write:

Social Security Administration
344A Gifford Street
Falmouth, MA 02540
1-548-8150, 1-800-772-1213

SOCIAL SERVICES

**Department of Social Services of
the Commonwealth of Massachusetts**
22 Commercial St.
South Yarmouth, MA 02664
1-800-352-0711

Tisbury Inn Building
Main St., P.O. Box 650
Vineyard Haven 02568
693-5581, 693-8880, 1-800-232-0991

The Department of Social Services (DSS) handles child abuse and neglect, voluntary daycare, counseling and services for special needs children. DSS target population is families with children.

The South Yarmouth office handles information and referrals, child abuse and neglect reports and voluntary applications for service. The Vineyard Haven office handles on-going case work.

SUMMER EMPLOYMENT/HOUSING CLEARINGHOUSE**One Stop Job Shop**

Martha's Vineyard Chamber of Commerce

P.O. Box 1698, Beach Rd.

Vineyard Haven 02568

693-0064

Operates April 1 - June 30.

The One Stop Job Shop maintains listings of jobs and housing available for summer workers. Any Island business or resident may call in to list a job or housing. Weekly updated job and housing lists are provided to applicants both by mail and in the office. The Chamber must be able to confirm employment before it provides a housing list to an applicant. All services are free.

WALK-IN HEALTH CARE SERVICE

Vineyard Medical Services

Walk-In Medical Care

State Rd., Vineyard Haven

(across from Cronig's State Road Market)

693-6399

WELFARE OFFICE

Mass. Department of Welfare

1 Douglas Way, Oak Bluffs

(Across parking lot from Motor Vehicle Registry)

Toll-free 1-800-841-2900; 693-0210

Office hours: 8:45 am to 5 pm weekdays.

This office offers financial assistance, Aid for Families with Dependent Children (AFDC), Emergency Aid to the Elderly and Disabled (EAEDC), Medicaid and food stamps. Applications for the Women, Infants & Children (WIC) program are available here.

WIC FAMILY PLANNING OFFICE

WIC (Women, Infants & Children)

Family Planning Office

92 State Rd., Vineyard Haven

693-1208, Hyannis 1-771-7888, 1-800-942-1007

*Open the first Friday of each month, 11 am - 3 pm.***FACTS ABOUT TICKS**

The following material was provided by the Martha's Vineyard Lyme Action Committee.

Ticks are small pests that inhabit grassy, brushy areas. They are attracted by the heat and gases emitted by passing people or animals. As they are eyeless, they cannot distinguish color or selected hosts. Two types of tick are found on the Vineyard, the wood/dog tick and the deer tick. Wood ticks may carry

Tularemia and Rocky Mountain Spotted Fever. Deer ticks may carry Babesiosis and Lyme Disease.

You can protect yourself by following these sensible precautions.

1. Wear light colored clothing against which ticks can be easily seen.
2. Always wear trousers when walking in tall grass or brush. Tuck cuffs into socks.
3. Avoid walking through any trackless patch of brush or on a deer trail. Walk in the center of any road or path in brushy areas. Avoid brushing against foliage.
4. Inspect for ticks frequently while walking. They move quite rapidly.
5. Check your pets for ticks. They can carry and drop them. Use tick repellent for your animals.
6. Use high strength DEET repellent on *clothing*, not on skin.
7. Reduce tick habitat by keeping your lawn mown regularly.
8. Be alert to ticks year-round, although they are most prevalent April through October.
9. Learn to recognize the tick species and their juvenile form.
10. Keep abreast of new knowledge about tick-borne disease.

IF BITTEN - DON'T PANIC!

Not all ticks carry disease. Prompt removal is advisable, but infection will not occur for several hours.

REMOVE ATTACHED TICK BY A DIRECT UPWARD PULL, GRASPING THE HEAD BUT NOT SQUEEZING THE BODY. IF SQUEEZED, THE BODY FLUIDS AND BACTERIA WILL BE RELEASED AND SPREAD. WASH YOUR HANDS AND DISINFECT THE BITE WITH ALCOHOL. SAVE THE TICK IN A CLOSED JAR.

See your doctor if an expanding or unusual red or red-rimmed rash develops and/or you suffer flu-like symptoms that persist in the form of a general malaise, fatigue, temperature and possible joint or facial pains. Remember to report the tick bite.

Bear in mind that you may be bitten without knowing it. If you are suffering from any of the above symptoms which do not go away, you may be infected. Pregnant women should be particularly alert to these symptoms. If in doubt, a blood or urine test is recommended. State and research labs provide the most reliable tests. **INSIST ON THIS.**

Early detection and treatment with antibiotics is usually effective in treating Lyme Disease. **DO NOT DELAY TREATMENT IF YOU HAVE SYMPTOMS OR HAVE A REAL REASON TO BELIEVE THAT YOU HAVE CONTRACTED THE DISEASE.**

Untreated disease leads to very serious late symptoms which can be difficult to treat. They include cardiac, neurological, arthritic, paralytic or mental symptoms. The disease is too new to know the full range of its effects. It is expected that on-going research will provide new information about Lyme disease.

For more information about ticks call:

Extension Specialist - 693-0694

For more information about Lyme Disease call:

The Mass. Dept. of Public Health - 1-617-727-0049

The Lyme Borreliosis Foundation - 1-203-871-2900

IN CASE OF AN EMERGENCY, CALL MARTHA'S VINEYARD HOSPITAL, 693-0410

NON-PROFIT ORGANIZATIONS

CHURCHES

APOSTOLIC

Apostolic House of Prayer, Pequot Avenue, Oak Bluffs, Pastor Marcia Buckley, 693-8485. Sunday school, 9:30 am. Morning service, Sunday 11 am. Evening service, Sunday, Tuesday and Friday, 7 pm.

ASSEMBLY OF GOD

Vineyard Assembly of God, State Road, Vineyard Haven, Rev. Greg Bar, 693-4622. Sunday school, 9:30 am; Sunday worship, 10:30 am; Sunday praise, worship and prayer, 6:30 pm. Mid-week service, adult Bible study, youth group and children's ministries, Wednesday 7 pm.

BAPTIST

First Baptist Church, Spring St., Vineyard Haven, Rev. Peter Sanborn, 693-1539. Sunday worship service and church school, 11 am. Nursery & Kindergarten facilities.

Community Baptist Church, State Rd., Gay Head, Rev. Peter Sanborn, 693-1539. Sunday service, 9 am.

Faith Community Church, 315 Meeting House Way, Edgartown, 693-4031/693-5268. Sunday service and children's Sunday school, 10 am. Nursery available. Bible study, Wednesday 7:30 pm. Overcomers outreach Christian 12 step meeting, Friday 7:30 pm. Prayer meeting, Saturday 8 pm.

CHRISTIAN

Island Christian Church, Tom Simmons, Minister, 693-8052. Sunday service, 10 am at Lambert's Cove Church, West Tisbury; Tuesday evening Bible study, 7:30 pm, 32 Skiff Ave., Vineyard Haven. Resource center open Tuesday and Thursday evenings, and by appointment.

CHRISTIAN SCIENCE

Christian Science Society, New York Ave., Oak Bluffs. Sunday service and Sunday school, 10 am. Wednesday service, 7:30 pm. Reading room, 693-6464, Tisbury Inn, Beach Rd., Vineyard Haven: Tuesday through Friday, 10 am to 3 pm; Saturday, 10 am to 12:30 pm.

CONGREGATIONAL

First Congregational Church of West Tisbury, U.C.C., State Rd, West Tisbury, Rev. James Martin, 693-2842. Sunday service and Sunday school, 10 am.

EPISCOPAL

Grace Church, Woodlawn Ave., Vineyard Haven, Rev. Terry L Henry, 693-0332. Sunday service, 8 and 10 am. Holy Eucharist, Thursday noon.

St. Andrew's, N. Summer St., Edgartown, Rev. Robert D. Edmunds, Rector, 627-5330. Summer: Sunday

service (Holy Eucharist), 8 and 10:30 am. Sunday family service, 9:15 am. Winter: Sunday service (Holy Eucharist), 8 and 10 am; Sunday school, 10 am.

Trinity Episcopal Church, Ocean Ave., Oak Bluffs, 693-3780. Visiting Episcopal clergy of Massachusetts. Late June through Labor Day. Sunday service, 9 am. Holy Eucharist.

FEDERATED

Federated Church, S. Summer St., Edgartown, Pastor John Schule, 627-4421. Congregational and Baptist Sunday service and church school, 10:30 am. Organ recital, Friday 12:10 pm.

INTERDENOMINATIONAL

The Tabernacle, Trinity Park, Oak Bluffs, 693-0525. July and August Sunday service, 9:30 am. Community sing, Wednesday 8 pm.

Union Chapel, Kennebec Ave., Oak Bluffs. July and August Sunday service, 10 am. For information call 693-9010; summer, 693-2426.

JEHOVAH'S WITNESS

Kingdom Hall, Pine Tree Road, Vineyard Haven, 693-3932. Sunday talk, 10:30 am. Watchtower study, Sunday 11:30 am. Book study, Tuesday 7 pm. Theocratic Ministry school, Thursday 7 pm. Service meeting, Thursday 7:45 pm.

JEWISH

Martha's Vineyard Hebrew Center, Centre Street, Vineyard Haven, Rabbi Emeritus Rayfield Helman, 693-0745. Friday service, 8 pm.

METHODIST

Chilmark Community Church, Menemsha Cross Rd., Chilmark, Rev. Arlene Bodge, 645-3100. Sunday service, 10:30 am.

Christ United Methodist Church, Church St., Vineyard Haven, Pastor Alan Wood, 693-0476. Sunday service, July and August, 9:30 am; September through June, 10:30 am.

Edgartown United Methodist Church, Old Whaling Church, Main St., Edgartown, Rev. Arlene Bodge, 645-3100. Sunday service, 9 am.

Lambert's Cove United Methodist Church, Lambert's Cove Road, West Tisbury, Pastor Alan Wood, 693-0476. Sunday service, 7:30 pm.

Trinity Methodist Church, Trinity Park, Oak Bluffs, Rev. Kenneth L. Miner, 693-0589. Sunday school for children and youth, September through June, 10:00 am; Sunday service, 11 am. Nursery in parish house during service.

MORMAN

Church of Jesus Christ of Latter Day Saints, 693-8642/627-9448. Sunday meeting, 9:30 am, Vineyard Playhouse, Vineyard Haven.

QUAKER MEETINGS

Sunday meeting, 10:30 am. For further information call 693-0512 or 693-1834.

ROMAN CATHOLIC

Our Lady Star of the Sea, Massasoit Ave., Oak Bluffs, Rev. Joseph D. Maguire, 693-0342. *Summer:* Saturday Mass, 6 pm. Sunday Mass, 8, 9:30 and 11 am. Daily Mass, Monday, Tuesday, Wednesday and Friday, 7 am. *Spring and fall:* Saturday Mass, 5:30 pm. Sunday Mass, 8 and 10 am. *Winter:* Saturday Mass, 5:30 pm. Sunday Mass, 9 am.

St. Augustine's, Franklin St., Vineyard Haven, Pastor James McLellan, 693-0103. Saturday Mass, 4 pm. Sunday Mass, 8 and 11 am. Confessions, Saturday 3 to 3:45 pm.

St. Elizabeth's, Main St., Edgartown, Rev. Joseph D. Maguire, 627-5017. *Summer:* Saturday Mass, 4 and 6 pm. Sunday Mass, 7, 9 and 11 am. *Spring and fall:* Saturday Mass, 4 pm. Sunday Mass, 9 and 11 am. *Winter:* Saturday Mass, 4 pm. Sunday Mass, 10:30 am.

SEVENTH DAY ADVENTIST

Pastor Steve Jencks, 1-775-4539. Saturday service, 2 pm. *April - October:* Cottagers' Corners, Oak Bluffs. *November - March:* 52 Trinity Ave., Oak Bluffs.

UNITARIAN

Unitarian Universalist, A half block from Vineyard Haven Library, Main St., Vineyard Haven, Rev. Marie E. deYoung, 693-8982. Sunday service and Sunday school, 11 am. Call for details about women's seminar, supper discussion group and adult religious education programs.

LIBRARIES**CHILMARK PUBLIC LIBRARY****CHILMARK CENTER**

645-3360, Fax 645-3737; Librarian - Cathy Thompson
Year-round hours: Monday, Wednesday and Saturday, 10:30 am to 5:30 pm. *May through September:* Additional hours on Wednesday, 7 to 8 pm.

EDGARTOWN PUBLIC LIBRARY**58 NORTH WATER STREET**

627-4221; Librarian - Ann McDonald

Year-round hours: Tuesday and Thursday, 2 to 8 pm; Wednesday, 10:30 am to 6 pm; Friday and Saturday, 2 to 6 pm. Story hour, Wednesday 10:30 am.

GAIL HUNTINGTON LIBRARY OF THE VINEYARD**MUSEUM/DUKES COUNTY HISTORICAL SOCIETY
COOKE STREET, EDGARTOWN**

627-4441; Librarian - Ann C. Allen

Winter hours, day after Columbus Day to day before Memorial Day: Wednesday through Friday, 1 to 4 pm; Saturday, 10 am to 4 pm. Admission: Adults (18-64) \$2; youths (12-17) and seniors (65 and up), \$1; children

under 12 free. *Spring and fall hours, Memorial Day to July 3 and day after Labor Day to Columbus Day:* Tuesday through Saturday, 10 am to 4:30 pm. Admission: Adults \$4; youths and seniors, \$2; children under 12 free. *Summer hours, July 4 to Labor Day:* Open 7 days a week, 10 am to 4:30 pm. Admission: Adults \$4; youths and seniors, \$2; children under 12 free. Groups by appointment.

GAY HEAD PUBLIC LIBRARY**STATE ROAD, CORNER OF CHURCH STREET**

545-9552; Librarian - Roxanne Ackerman

Year-round hours: Tuesday and Thursday, 5 to 8 pm; Saturday, 9 am to 1 pm.

OAK BLUFFS PUBLIC LIBRARY**CIRCUIT AVENUE**

693-9433; Librarian - Mabel McCarthy

Summer hours: Tuesday through Thursday, 2 to 5 pm and 6:30 to 8:30 pm; Friday, 10 am to noon and 2 to 5 pm. Saturday, 9 am to noon and 1 to 5 pm. Storytime, Tuesday and Saturday, 9:30 to 10:15 am. *Winter hours:* Tuesday and Thursday, 2 to 5 pm and 6:30 to 8:30 pm; Wednesday, 2 to 5 pm; Friday, 10 am to noon; Saturday, 2 to 5 pm. Storytime, Wednesday and Saturday, 9:30 to 10:15 am.

VINEYARD HAVEN PUBLIC LIBRARY**MAIN STREET**

696-4210 (recorded message), 696-4211;

Librarian - Marjorie Convery

Year-round hours: Tuesday and Thursday, 9 am to 8 pm; Wednesday and Friday, 1 to 5 pm; Saturday, 9 am to 5 pm. Children's room: Same hours as adult library, except closes at 5 pm on Tuesday. Preschool story hour, Tuesday and Thursday, 10 am. *July and August:* Hours extended to 9 pm on Tuesday and Thursday.

WEST TISBURY PUBLIC LIBRARY**STATE ROAD**

693-3366; Librarian - Mary Jo Joiner

Year-round hours: Monday, 12:30 to 9 pm; Wednesday, 2 to 5 pm; Thursday, 2 to 8 pm; Saturday, 10 am to 5 pm.

MUSEUMS**EDGARTOWN**

The Vincent House and The Old Whaling Church, Main Street, 627-4440. Both of these properties are owned by the Martha's Vineyard Preservation Trust.

The Vincent House is the oldest known house on the Island. Built in 1672, the house was occupied by descendants of the same family until it was given to the Preservation Trust in 1977. Carefully restored, the Vincent House has been preserved to allow visitors to see how buildings were constructed 300 years ago. It boasts its original brickwork, hardware and woodwork.

The Old Whaling Church, built in 1843, is one of the finest examples of Greek Revival architecture to be found. It is the largest auditorium on the Island, seating over 500 people, and it has recently been transformed into a performing arts center by the Preservation Trust. Events are scheduled throughout the year, including lectures, film classics, concerts, plays and community activities. Patricia Neal, Victor Borge and Alfred Eisenstaedt have appeared here.

Open late June through Labor Day: Monday through Friday, 10 am to 2 pm. Donations accepted.

The Vineyard Museum and Dukes County Historical Society, corner of School and Cooke Streets, 627-4441. The Vineyard Museum maintains the Thomas Cooke House, built in 1765. An excellent example of a colonial home, it has 12 rooms containing antique furniture, scrimshaw, ship models, costumes and gear used by whalers and early farmers. Tours are available during the summer months.

Also on the grounds are an herb garden and a reproduction of a whaleship's try works; a boat shed containing a whaleboat, an 1854 fire engine and an old peddler's cart; and the Francis Foster Maritime Gallery. Here one also may see the Fresnel lens, which revolved on the top of the Gay Head Lighthouse from 1854 to 1952, when the lighthouse was electrified. The Captain Francis Pease House has the Native American Gallery, the Children's Gallery, two galleries devoted to changing exhibits and The Museum Shop.

Winter hours, day after Columbus Day to day before Memorial Day: Wednesday through Friday, 1 to 4 pm; Saturday, 10 am to 4 pm. Admission: Adults (18-64) \$2; youths (12-17) and seniors (65 and up), \$1; children under 12 free. Spring and fall hours, Memorial Day to July 3 and day after Labor Day to Columbus Day: Tuesday through Saturday, 10 am to 4:30 pm. Admission: Adults \$4; youths and seniors, \$2; children under 12 free. Summer hours, July 4 to Labor Day: Open 7 days a week, 10 am to 4:30 pm. Admission: Adults \$4; youths and seniors, \$2; children under 12 free. Groups by appointment.



OAK BLUFFS

Cottage Museum, 1 Trinity Park (in the Camp Ground). This museum offers visitors the opportunity to tour one of the famous gingerbread cottages. It houses furniture, artifacts and memorabilia from the Camp Ground's heyday.

Open mid-June to mid-September. Admission fee.

VINEYARD HAVEN

Old Schoolhouse Museum, 110 Main Street, 693-3860. This building has served many purposes. At one time it was the original Tisbury School. Now owned and maintained by the Martha's Vineyard Preservation Trust, the museum houses many interesting artifacts depicting early Island life.

Open mid-June to mid-September: Monday through Friday, 10 am to 2 pm. Donations accepted.

Seaman's Bethel, The Bethel Collection, 15 Beach Road, opposite the Post Office complex, 693-9317. For over 100 years, The Seaman's Bethel has served seafarers who visit the Island as well as those who live here. Many of those seamen and their family members gave the Bethel gifts in appreciation of its work and the services provided. These gifts have been preserved and today constitute the core of The Bethel Maritime Collection. It includes: models of schooners in bottles, whale tooth and walrus tusk carvings, early photographs and drawings of Vineyard Haven, shells from Island beaches, a beautiful quilt, paintings, plus a wide variety of other "sailor souvenirs."

Winter hours: Monday through Friday, 9 am to 1 pm. Summer hours: Monday through Saturday, 10 am to 5 pm. Call 693-9317 for information. Admission is free.

WEST TISBURY

Mayhew Chapel and Indian Burial Ground, five miles from Vineyard Haven at the end of Christiantown Road, which intersects Indian Hill Road in West Tisbury. Owned by Dukes County and maintained by the Martha's Vineyard Garden Club, the property consists of a tiny chapel, the Burial Ground, and a wildflower sanctuary. A total of four acres serves as a memorial to the Praying Indians who had been converted to Christianity by the Rev. Thomas Mayhew, Jr. (1621-1657).

OTHER NON-PROFITS

Abendmusik Choir
Pease's Point Way
Edgartown 02539
Thomas L. Flynn, Jr.,
Exec. Dir., 627-8474;
David Hewlett, Musical
Dir., 693-9140. All Island
40 voice choir presenting
great choral works.

ACBL Duplicate Bridge
Barbara Donald,
693-1493. Susan
Voorhees and David H.
Donald, Directors.
Group meets Tuesdays at
7:30 pm at Christ United
Methodist Church in
Vineyard Haven to play
duplicate bridge.

AIDS Alliance
of MV, Inc.
P.O. Box 2093
Vineyard Haven 02568
Kate Lingren,
627-8868. Volunteer/
advocacy, resource,
education, hotline. See
Health and Human
Services.

Alkido of MV
P.O. Box 519
West Tisbury 02575
Sean Conley, 693-3953.
A Japanese martial art for
physical, mental and
spiritual growth.

Alliance for the Mentally Ill
P.O. Box 1263
Oak Bluffs 02557
693-5213/1497.
Support/advocacy for families and friends of persons with mental illness.

American Legion
Post #257
P.O. Box 257
Vineyard Haven 02568
Henry F. Decoteau,
693-9257/3804.
Serving community, state & nation.

American Red Cross MV Chapter
P.O. Box 1116
Vineyard Haven 02568
Arnold Spofford,
693-2333. *Emergency disaster service, blood collection, water safety & first aid, aid to families of military personnel. Provides pre-scheduled non-emergency medical transportation to off-island medical facilities.*

American Youth Hostels
P.O. Box 158,
Edgartown Rd.
West Tisbury 02575
Mark Gesner, Mgr.,
693-2665.
Accommodations and Recreation.

Amigos En Paz
P.O. Box 2529
Vineyard Haven 02568
Phyllis Vecchia,
627-3984; Wendy Ward,
627-3918. *MV - Nicaragua Sister Island Organization.*

Amnesty International AI Group 343
P.O. Box 84
Oak Bluffs 02557
Florrie Mills, 693-4617.
Social Conscience Org.

Arts Councils - Each town has an arts council which promotes and maintains the arts and humanities in that town. Contact them through their town halls.

Big Brothers & Big Sisters of MV
P.O. Box 2135
Oak Bluffs 02557
696-7488. *Provides responsible adult companionship to children from single parent families.*

Birthright of MV
P.O. Box 2108
53 Tashmoo Ave
Vineyard Haven 02568
693-4137. *Crisis Pregnancy Center. All services are free.*

Blackwood Foundation
P.O. Box 536
Vineyard Haven 02568
Frank Dunkl, 645-3458.
Classical Music Education & Performance Group.

Boy Scouts of America
P.O. Box 835
Vineyard Haven 02568
Cub Scouts (ages 7 - 10)
Rick Lambos, 627-5428.
Boy Scouts (ages 11 - 18)
Jerry Goodale, 693-2565.

Cancer Support Group
Ann Marie DeGrenier,
627-7958. *Meets Wed., 7pm, MV Hospital Dr's Library. Anyone welcome.*

Chilmark Community Center
South Road
Chilmark 02535
645-9484. *Recreation.*

Community Solar Greenhouse (COMSOG)
P.O. Box 2048
Oak Bluffs 02557
Marshall Bush, 693-2019.
Organic Gardening.

Duke Ellington Society
c/o W.F. Lucas
P.O. Box 476
Vineyard Haven 02568
693-9408. *Jazz Appreciation Org.*

Dukes County Veterans' Service
P.O. Box 465
Vineyard Haven 02568
Hank Decoteau, Island Agent, 693-3804.

Edgartown Board of Trade
P.O. Box 2383
Edgartown 02539
Sue Cooper-Street,
Pres., 627-7524. *Org. for Edg. businesspeople, sponsors of Christmas in Edg., etc.*

Elder Services of Cape Cod & The Islands, Inc.
P.O. Box 2337,
MV Hospital
Oak Bluffs 02557
693-4393. *Jacque Cage, MV Dir. Service provider for adults 60 yrs and up.*

Felix Neck Wildlife Sanctuary
Mass Audubon Society
P.O. Box 494
Vineyard Haven 02568
Augustus Ben David,
627-4850. *Conservation and Education Facility.*

FOCUS (Fellowship of Christians in Universities & Schools)
National Headquarters
Church & Main St.
P.O. Box 4609
Vineyard Haven 02568
693-4824. *Simon Barnes, Exec. Dir.*

FOCUS Study Center
Lambert's Cove Rd, WT
RFD #459
Vineyard Haven 02568
693-1359. *Woody Bowman, Dir.*
National Christian youth ministry to students in independent schools.

Friends of the Edgartown Council on Aging
P.O. Box 1295
10 Daggett Street
Edgartown 02539
627-4814. *Dorothea R. Looney, Pres.*

Friends of the Edgartown Library
P.O. Box 5239
Edgartown 02539
Joan Thompson, Pres.,
627-4221.

Friends of the Gay Head Library
P.O. Box 604
Chilmark 02535

Friends of Oak Bluffs
P.O. Box 1281
Oak Bluffs 02557
693-0106. *Nancy Billings, President. Beautification of Oak Bluffs, supported by donation.*

Friends of the Tisbury Council on Aging
P.O. Box 1239
Vineyard Haven 02568
Joyce Stiles, 696-4205.

Friends of the Up-Island Council on Aging
General Delivery
West Tisbury 02575
693-2896.

Friends of Vineyard Soccer
P.O. Box 2191
Vineyard Haven 02568
Bob Hammond,
693-0514. *Soccer instruction for children 5 - 14.*

Girl Scouts - see Plymouth Bay Girl Scout Council

Health Care Access Committee
RFD Box 607
Vineyard Haven 02568

Holy Ghost Association
P.O. Box 2203
Oak Bluffs 02557
Barbara Gibson, Pres.
693-9875. *Social club. Sponsor of Portuguese-American Feast in mid-July. Raises funds to help the needy and provide local scholarships.*

Hospice of Martha's Vineyard, Inc.
P.O. Box 2549
Oak Bluffs 02557
693-0189. Sarah Isenberg, Exec. Dir. On call 24 hours a day. *Provides supportive care to the terminally ill and their families - all services are free.*

Island Elderly Housing, Inc. (Hillside Village, Woodside Village and Havenside House)
RFD 50A Edgartown Rd
Vineyard Haven 02568
Carol Lashnits, Exec. Dir., 693-5880.
Affordable congregate and independent housing for the elderly & handicapped.

Island Lesbian & Gay Association
Stone Walls
P.O. Box 1809
Vineyard Haven 02568
Robert, 693-3563.
Group holds monthly social gatherings and other scheduled events for lesbian and gay residents and visitors. Publishes monthly newsletter.

Island Parents Advisory Council for Students w/ Special Needs and Island Parents Educational Support and Training Center
693-8612. Carol Kennedy. Both groups provide support for parents with children with special needs. *See Health & Human Serv: Other Important Serv, Parental Support.*

Island Theatre Workshop
P.O. Box 1893
Vineyard Haven 02568
Mary Payne, Artistic Director, 693-4060.
Theatre Performance and Education.

League of Women Voters
P.O. Box 1107
Vineyard Haven 02568
Juleann Van Belle, Pres.
1-800-882-1649, 693-6659.
Citizen information on local, state & national government.

The Learning Tree
P.O. Box 1171
Oak Bluffs 02557
Leslie Parks, 693-3808.
Organizes creative arts mini-workshops. All ages, all levels.

Lobster Hatchery
Lagoon Road
Oak Bluffs 02557
693-0060

M.S.P.C.A.
P.O. Box 2097
Edgartown 02539
Ron Whitney, 627-8662.
Provides shelter, adoption services, ambulance service, cruelty investigation, humane education, lost & found listing, humane euthanasia, cremation services for Island animals.

MV After School Program, Inc.
P.O. Box 2404
Oak Bluffs 02557
Michael Achille, Director, 693-0976. *Provides quality after school day care for ages 6 - 12.*

MV Agricultural Society
P.O. Box 59
West Tisbury 02575
Elisha Smith, President
693-1162; Eleanor Neubert, 693-4343.
Dedicated to agricultural improvements; organizers of the annual MV Agricultural Society Livestock Show and Fair.

MV Arena, Inc.
P.O. Box 2062
Vineyard Haven 02568
693-5329. Kurt Mundt, Manager. *Island ice skating rink. Open August - April.*

MV Boys' & Girls' Club
P.O. Box 654
Edgartown 02539
Mary Morgan, Dir., 627-3303. *Recreation for children, ages 6 - 18.*

MV Boys' and Girls' Club Second Hand Store
N. Summer Street
Edgartown 02539
627-5683. *Donations of clean useable items accepted for resale.*

MV Campmeeting Assoc.
P.O. Box 1176
Oak Bluffs 02557
693-0525. *Devoted to preservation of Oak Bluffs Campgrounds.*

MV Center for the Visual Arts
Rael Gleitsman, Pres.
Membership: Virginia Besse, 693-9419.
Art association dedicated to promote the visual arts on the Island.

MV Cerebral Palsy Camp
"Camp Jabberwocky"
P.O. Box 1357
Vineyard Haven 02568
693-2339

MV Chamber Music Society
P.O. Box 445
Chilmark 02535
Heidi Schultz, 693-9417.
Classical music performance group.

MV Chamber of Commerce, Inc.
P.O. Box 1698
Vineyard Haven 02568
Angeljean Chiaramida, Executive Director; Richard Steves, President; 693-0085.
Serving the economic needs of the community.

MV Chamber of Commerce Educational and Charitable Foundation, Inc.
P.O. Box 1698
Vineyard Haven 02568
Angeljean Chiaramida, President, 693-0085.
Primarily provides scholarship assistance to Island students.

MV Chess Club
c/o Dan Sharkovitz
MVRHS
P.O. Box 1385
Oak Bluffs 02557
693-1033. *Open to community members of all ages and all levels of ability. Meets Mondays 7 - 10 pm MVRHS cafeteria, excluding school vacations & holidays. For summer meetings call 693-2889.*

MV Community Services, Inc.
P.O. Box 369
Vineyard Haven 02568
693-7900. *See Health and Human Services.*

MV Community Services Thrift Shop
Main Street
Vineyard Haven 02568
693-2278. *Donations of clean, useable items accepted for resale. Profits to MVCS.*

MV Country Dance Society
P.O. Box 4495
Vineyard Haven 02568
Alba Briggs, 693-0983.
Group holds monthly contra dances. Preserves and promotes traditional New England country dancing and music.

MV Curling Club
P.O. Box 4594
Vineyard Haven 02568
Ed Pierce, President, 693-0744. Promotes the ancient sport of curling.

MV Dart League
P.O. Box 2203
Oak Bluffs 02557
693-9875, 693-1564.
Group plays darts weekly, holds annual tournament end of April.

MV Figure Skating Club
P.O. Box 1542
Vineyard Haven 02568
Dianne Governo, 693-5386. Figure skating ice available M - F, beginning Aug. 93.

MV Garden Club
c/o Wakeman Conservation Center
RFD Box 319X
Vineyard Haven 02568
693-5733.

MV Hospital
Linton Lane
Oak Bluffs 02557
693-0410. Abbie Taylor, Pres. See Health and Human Serv.

MV Lions Club
P.O. Box 327
Vineyard Haven 02568
George Santos, President, 693-3113. Community Service Org.

MV Literacy Program
c/o Vineyard Haven Library
Vineyard Haven 02568
696-4211. Provides tutor training & one-to-one tutoring in basic reading, ESL and GED. Corinne Moran, ESL Coordinator, 693-7753.

MV Mediation Program
Dukes Cty Courthouse
Edgartown 02539
Gayle Stiller, 627-3751. Alternative dispute resolution for small claims, marital, parent-child, community relations problems.

MV N.A.A.C.P.
P.O. Box 1513
Oak Bluffs 02557
Maggie Alston, President, 693-1361. Civil rights org.

MV Preservation Trust
P.O. Box 5277
99 Main Street (Dr. Fisher House)
Edgartown 02539
Christopher Scott, Exec. Dir., 627-4440. Historical preservation of Island properties including The Flying Horses, Old Schoolhouse Museum, Old Whaling Church Performing Arts Center, Dr. Daniel Fisher, The Vincent, Osborn & Coffin Houses.

MV Refuse Disposal and Resource Recovery District
P.O. Box 2106
Vineyard Haven 02568
693-3479. Solid waste management and recycling. See County/Regional Info.

MV Shellfish Group, Inc.
P.O. Box 1552
Oak Bluffs 02557
693-0391. See Water Resources.

MV Special Parents Association
P.O. Box 2751
Vineyard Haven 02568
693-4144. Advocacy org. for special needs.

MV Striped Bass and Bluefish Derby, Inc.
P.O. Box 2101
Edgartown 02539
Leslie Smith, 627-8342. Manages the Annual month-long fishing derby. Raises funds for scholarship and conservation projects.

MV Support Group for Bereaved Parents and Siblings
P.O. Box 223
Vineyard Haven 02568
Peg Goodale, 693-2565. Offering support, understanding and education about grief for parents and siblings.

MV Women's Cooperative
Tisbury Market Place
P.O. Box 2587
Vineyard Haven 02568
693-2314. Provides sales space for Island artists and artisans.

Mary P. Wakeman Conservation Center
RFD, Box 319X
Vineyard Haven 02568
693-7233. Location of main offices for 5 Vineyard conservation groups: Vineyard Conservation Soc., Vineyard Open Land Found., Sheriff's Meadow Found., Trustees of Reservations, MV Garden Club.

Meetinghouse of MV, Inc.
P.O. Box 1836
Vineyard Haven 02568
Martha Thurlow, 693-5085. Working to provide an alcohol-free community gathering space for social & cultural activities for all ages.

Nathan Mayhew Seminars of MV, Inc.
P.O. Box 1125
167 N. William St.
Vineyard Haven 02568
Cynthia Riggs, Dir.; 693-6603. Adult Ed.

National Assoc of Retired Federal Employees
P.O. Box 701
Oak Bluffs 02557
693-2936.

Oak Bluffs Association
P.O. Box 1521
Oak Bluffs 02557
Renee Balter, Pres., 693-4986. Promotes Oak Bluffs business concerns & community enrichment.

Permanent Endowment Fund for MV
RFD Box 149
Vineyard Haven 02568
John H. Ware, Jr., 693-0721. Building an endowment to help Vineyard educational, cultural, health, youth, environmental and other groups, particularly in capital or special projects.

Pet Adoption & Welfare Service (PAWS)
P.O. Box 1636
Edgartown 02539
627-5873, 693-6614. Annabell Washburn, Pres. Offers spay, neuter, medical and adoption services for Island strays. Also offers lost & found listings for pets.

Plymouth Bay Girl Scout Council, MV Service Unit
P.O. Box 335
Vineyard Haven 02568
Alice H. Robinson, Pres., 693-4555. Daisy Scouts
- Kindergarten
Brownie Scouts
- Grades 1, 2 & 3
Junior Scouts
- Grades 4, 5 & 6
Cadet Scouts
- Grades 7 & 8
Senior Scouts
- High School

Red Stocking Fund
P.O. Box 475
West Tisbury 02575
693-6275. Provides new clothing & food for needy Island families at Christmas.

Rotary Club of MV
P.O. Box 1951
Edgartown 02539
Ray Skladzien, 693-0742; Bob Clermont, 693-1959.
International service organization working for the general benefit of the community. Lunchtime meetings every Wednesday at the Harbor View Hotel in Edgartown.

The Seaman's Bethel
A Branch of the Boston Seaman's Friend Soc.
15 Beach Rd, Box 1821
Vineyard Haven 02568
693-9317. Alfred F. Moran, Branch Manager.
45 Church Street
Boston 02116
1-617-426-1665.
Provides ministry and social services to seamen, fishermen and women. Maintains The Bethel Collection, a maritime museum, and owns and operates 2 cemeteries on the Island.

Sheriff's Meadow Foundation
Mary Wakeman
Conservation Center
RFD 319X
Vineyard Haven 02568
Richard W. Johnson, 693-5207. *Owns and manages conservation land, some with walking trails open to the public.*

S.P.A.Y.
Mrs. Katherine Tweed
Tashmoo
Vineyard Haven 02568
693-3199. *Promotes spaying & neutering of dogs and cats.*

Theatre Arts Productions, Inc.
P.O. Box 2561
Vineyard Haven 02568
Ralph Friedman, 693-3494. *Community theatre group.*

Thrift shops - See M.V. Comm Serv Thrift Shop and MV Boys' and Girls' Club Second Hand Store.

Tisbury Business Association
P.O. Box 1086
Vineyard Haven 02568
Kay Mayhew, Adm. Asst.; 693-2725.
Promotes Tisbury. Works to enhance town environment. Sponsors Tisbury's Twelve Days of Christmas.

Tisbury Council on Aging
P.O. Box 1239
Vineyard Haven 02568
Joyce Stiles, Dir.; 696-4205. *Service provider for Tisbury elderly.*

Trustees of Reservations
RFD 319X
Vineyard Haven 02568
572 Essex Street
Beverly, MA 01915
Chris Kennedy, 693-7662
1-617-921-1944; Wasque Gatehouse, 627-7260; Long Point Gatehouse, 693-7392 (June 1 to Oct. 1)
Conservation group with holdings on MV.

Up-Island Council on Aging
Box 515
Howes House
West Tisbury 02575
Joyce Bowker, Director, 693-2896. *Service provider for up-Island elderly.*

Vineyard Amateur Radio Association
P.O. Box 338
Vineyard Haven 02568
Ron Tolin, Secretary, 693-1961. *Public service repeater. 223.200 MHz*

Vineyard Committee on Hunger
P.O. Box 1874
Vineyard Haven 02568
Virginia McLean, President, 693-9630. *Organizers of Island Food Pantry. See Health and Human Serv.*

Vineyard Conservation Society
P.O. Box 2189
Vineyard Haven 02568
Brendan T. O'Neill, Dir.; 693-9588. *Conservation.*

The Vineyard Craftsmen
P.O. Box 2517
Vineyard Haven 02568
Andrea Rogers, Pres., 693-7927; Lynn Gatchell, Chr., 693-0974. *Sponsor Vineyard craft fairs & Island scholarship fund.*

Vineyard Environmental Research Institute
RFD Box 862
Vineyard Haven 02568
William Marks, 693-4632. *Environmental & conservation org. and lighthouse preservation.*

Vineyard Haven Band, Inc.
P.O. Box 445
Vineyard Haven 02568
Frank Dunkl/Martha Child, 645-3458. *Musical entertainment in the parks.*

The Vineyard Museum/ Dukes County Historical Society
Cooke and School Streets
Edgartown 02539
627-4441.
Theodore Z. Penn, Dir. *Local History Museum and Research Library.*

Vineyard Nursing Association, Inc.
P.O. Box 2568
Oak Bluffs 02557
693-6184. Phyllis Simone, R.N., M.S., M.P.H.. *Home health services.*

Vineyard Open Land Foundation
RFD 319X
Vineyard Haven 02568
Mark Racicot, 693-3280. *Promotes conservation through innovative land use planning.*

Vineyard Playhouse Company, Inc.
P.O. Box 2452
10 Church Street
Vineyard Haven 02568
Eileen Wilson, Artistic Director; M.J. Munafo, Managing Director; 693-6450. *Professional summer company, year-round semi-professional & community theatre.*

Vineyard Pro-Life
P.O. Box 203
Vineyard Haven 02568
Gene DeLorenzo, Chairman, 693-5336. *Vineyard Chapter of MA Citizens For Life.*

Wampanoag Tribe of Gay Head (Aquinnah)
RFD 137 State Road
Gay Head 02535
Beverly M. Wright, Chairperson; 645-9265

Wintertide Coffeehouse
P.O. Box 29
Vineyard Haven 02568
Tony Lombardi, 693-8830. *Provides a year-round alcohol-free and smoke-free gathering space for social and cultural events.*

The Yard
P.O. Box 405
Chilmark 02535
890 Broadway
NY, NY 10003
Patricia N. Nanon, Dir.; Peter M. Kindlon, Administrative Dir.; 645-9662, 212-228-0911. *Summer performing arts colony.*

Zonta Club of MV
P.O. Box 1496
Edgartown 02539
Susan Henley, Pres.; 627-8102. *International service org. of professional/business women. Meetings 4th Wednesday of month.*

SCHOOLS

PUBLIC SCHOOLS

MARTHA'S VINEYARD PUBLIC SCHOOLS
CENTRAL ADMINISTRATION
RR 2, BOX 261
VINEYARD HAVEN 02568
693-2007

Superintendent of Schools - Dr. Herbert F. Custer
Financial Officer - Elmer Goldman
Special Education Administrator - Daniel T. Seklecki
Administrative Assistant - Judith Pachico
Administrative Secretary - Candace daRosa
Secretary/Receptionist - Donna DeBettencourt (SPED)
Secretary/Receptionist - Jocelyn Ciano

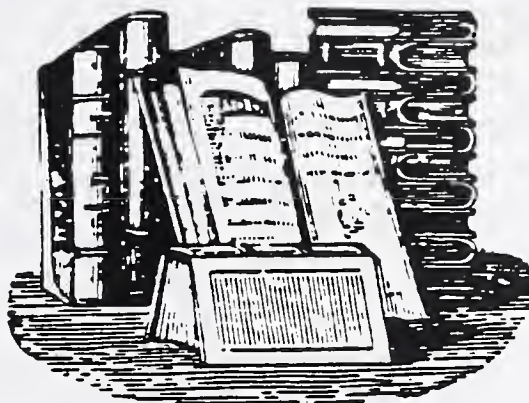
Special Services

Chapter 1 Coordinator - Jacquelyn Vail
Early Childhood Coordinator/Consultant -
Ann Palches
Educational Resource Center (ERC) Director -
Kathleen Sawyer, 693-1382
Occupational Therapist - Barbara Lindley
School Psychologists - Susan H. Macy;
Susan Heckler-Smith; Patricia Markoff
Speech Pathologists - Martha Hudson, Donna Rhoades,
Linda Zarro
Substance Abuse Coordinator - Deborah Armer

There are five elementary schools and a regional high school on the Vineyard. Edgartown, Oak Bluffs, Tisbury and West Tisbury serve students K - 8. Chilmark serves students in grades K - 5. Chilmark students in grades 6 - 8 attend the West Tisbury School on a tuition basis. Gay Head students K - 8 attend Chilmark and West Tisbury Schools on a tuition basis. There are 1 private elementary school and 9 private preschools on the Island.

Chapter 766 provides for the educational needs of children with special needs who may have been previously excluded from public school. The school system must provide for every child, regardless of handicap, between the ages of 3 and 21. The law requires parental involvement and a network of services including that of a school psychologist, occupational therapist, and psychiatric and nursing services under the direction of a special education administrator. The school system also operates a special needs preschool, Project Headway.

The vocational education program teaches skills to students who have chosen careers while still in high school. Vocational majors are offered in horticulture, culinary arts, automotive and marine mechanics and the building trades.



Chilmark School
State Road
Chilmark 02535
Principal - Deborah Maher, 645-2562

Edgartown School
RFD #4, West Tisbury Road
Edgartown 02539
Principal - Edward Jerome, 627-3316
Guidance - Michael Joyce, 627-3317

Oak Bluffs School
School St., P.O. Box 1325
Oak Bluffs 02557
Principal - Geraldine Moriarty, 693-0951
Guidance - William Jones, 693-2952
Primary Building - 693-9341

Tisbury School
William St., P.O. Box 878
Vineyard Haven 02568
Principal - Alan Campbell, 693-0228
Guidance - Kerry Alley, 693-0188

West Tisbury School
Old County Road, Box 250
West Tisbury 02575
Principal - Robert Tankard, 693-9799
Guidance - Joy Robinson-Lynch, 693-3736

M.V. Regional High School
Edg-VHav Rd., P.O. Box 1385
Oak Bluffs 02557
Principal - Dr. Gregory Scotten, 693-1033
Assistant Principal - Roger Lemenager
Vocation Director - Kevin Carr, Interim
Guidance - Terry Burke, Joseph Didato
Treasurer - Alphonso Palacios, 693-4697

Project Headway (Preschool)
Camp Jabberwocky, P.O. Box 639
Vineyard Haven 02568
Head Teacher - April Robinson, 693-2339

Appendix H: Press Release and Media Coverage

In our effort to communicate with all members of the community we have submitted press releases to the local media.

Press Release: November 1993

You are again invited to join in a discussion on Charter Schools and the future directions of education, to be held Saturday November 6th at 2:00 pm at the West Tisbury Congregational Church's study room. A group of parent recently attended a conference titled, "Charting the course: Public School Options in the 1990's" The conference was sponsored by the Executive Office of Education and the Pioneer Institute for Public Policy Research. Information gathered at this conference was shared at a public meeting on October 30th. The initial meeting of this group of parents, teachers and interested members of the community generated some wonderful and innovative ideas while exploring the future of education on Martha's Vineyard. At this next meeting, we will briefly review the information gathered on October 30th, then move into small discussion groups based on areas of interest. We welcome your ideas, hopes, thoughts and dreams. If you cannot attend the meeting but would like to be involved, please contact Charlotte Costa at 693-0889 or Martha Thurlow at 693-5085.

Happy Holidays to Martha's Vineyard

Martha's Vineyard TIMES

"Charter Schools" Explored Here Group Seeks Alternative Public School

By Pat Waring

A coalition of parents and teachers are pushing ahead with determination to establish an alternative public school for Vineyard youngsters. Organizers have their eyes on sections of the new state educational reform legislation which allows for the establishment of a limited number of "charter schools" across the commonwealth.

Although independent from local educational systems in administration and marked by considerable flexibility in schedule, format, and curriculum, the school would be sanctioned by the state and publicly funded. It would offer much of the more individualized teaching and flexibility generally associated with private schools, but without the price tag which effectively bars many children from private institutions.

"This is giving you a choice, but you don't need money," explained Paul Karasik, one of several educators in the group along with Sidney Morris and others.

The state commissioner of education has the power to approve a charter school. Towns would be asked to contribute to its operation according to a per pupil formula.

Both Mr. Karasik and Mr. Morris are experienced teachers, with high regard for children's capabilities and steadfastly idealistic about educational possibilities. And

although the two men have taught in private teaching situations, both are firmly committed to public education. They are enthusiastic about the possibilities for expanding public school options here with a charter school. They say it would offer

Continued on Page 42

The Martha's Vineyard Times

December 16, 1993

Charter Schools

Continued from Page 1

educational opportunities for those families who want something different than is currently offered.

Dream School

"Our focus is not so much on what's wrong with the present schools as what is our dream school," said Mr. Karasik about discussions that have been taking place since summer. He said a charter school would not compete with existing schools, but would seek to complement them. Both teachers stressed that the charter school aims to offer an alternative which will appeal to some families, but that many youngsters will continue to thrive in current schools.

"There are people who are happy with the schools," said Mr. Morris. "We're filling in the gaps."

Unlike conventional schools which are set within an existing bureaucratic model, charter schools have more spontaneous beginnings. "They're started on a more grass roots basis," said Mr. Karasik, "by teachers and parents getting together and talking about what their needs are for education in a community." The organizers say they want their final proposal to be a true reflection of the community's wishes, and to represent a broad cross-section.

"It only is going to be successful if we have the support of the whole Island," commented Mr. Karasik.

More than two dozen Vineyarders have been discussing the charter school idea at bi-weekly meetings for several months. The two teachers stress that community input is welcomed as the planning process continues.

Several representatives recently attended a Boston area conference to learn more about the process and returned home encouraged. They felt the state is receptive to charter school proposals and that the Vineyard group had done considerable work towards its goal compared to some others.

According to Mr. Karasik, there are few existing state guidelines for charter schools. But once a community group submits a proposal, the education department will assign a consultant to work with them to develop an acceptable plan. The local group has submitted its preliminary proposal in hopes of beginning work with a state staffer soon.

Educational Philosophy

Neither the size nor the location of a Vineyard charter school has been determined. Mr. Karasik said. Since start-up money will not be available, groups need to find their own facilities. The size of that space may determine how many grades can be included. But the grade structure is likely to be flexible, since both teachers stressed the how valuable it is for children of different ages to work and play together.

"We need a facility," said Mr.

Karasik, "either a grant, or an existing structure we can walk into."

The school would be open to children from all six Island towns. The organizers say this would benefit younger pupils who otherwise might not meet children outside of their own communities.

Wherever it is, whoever goes there, the essence of a charter school will be its educational philosophy. The proposal calls for mutual respect within the school community, fully democratic decision making and attention to each individual's developmental learning stage. Other stated principles include: individualized education plans; learner's choice; grouping by interest - not age or ability; thematic, integrated learning. Teachers are considered to be facilitators, guides, resources. Community relations are stressed as beneficial to the educational process and the Island would be used as a lab and resource for many subjects and activities. The proposal sets forth a list of human qualities to be valued and encouraged, among them tolerance, freedom of choice, self-expression, service, and harmony with the environment. "Play and a sense of humor" is stressed as well.

Along with formulating its own educational principles, the school could develop its own administrative structure, and it need not conform to existing models. "We might not even have a principal," said Mr. Morris. "We'd save \$60,000."

APPENDIX I

The following individuals have written letters of support on behalf of the Martha's Vineyard Charter School:

Eric Turkington	Massachusetts State Representative
Theodore Z. Penn	Executive Director, The Vineyard Museum
Ned Robinson -Lynch	Director, MV Community Services
Deborah Maher	Principal, Menemsha School
Helen Manning	Director, Education Dept. Wampanoag Tribe
Diana Roberts	Reading Teacher, MVRHS
Seth Mosler	Chilmark School Committee
Steve Sinnett	Chilmark School Committee
Sally Lasker	Chilmark School Committee
Helen Maley	Associate Professor Emeritus, Early Childhood Education, Wheelock College
Debbie Milne	Director, Early Childhood Programs, MV Community Services
Sarah Whyte	Special Education, West Tisbury School
Jeannie Fischer	Teacher, Grade 4 Teacher, West Tisbury School
Joel Weintraub	Teacher, Grade 7&8, West Tisbury School
Joyce Cournoyer	Special Education, West Tisbury School
Jennifer Estabrook	Teacher, Grade 3, West Tisbury School
Martha Foley Stackpole	Teacher, Grade 2, West Tisbury School
Valerie Becker	Computer Coordinator, West Tisbury School
Lynne Whiting	Enrichment Teacher and Computer Coordinator Menemsha School
John Alley	Dukes County Commissioner Selectman, Town of West Tisbury
Cleo Winsryg-Wild	Student, West Tisbury School
Lily Morris	Home Schooled Student
Chris Decker	President, Tisbury Printer
Martha Thurlow	Proprietor, Parent Trading Company
Rufus and Susan Peebles	Parents (West Tisbury), M.P.S. and J.D., Ed.D.
Avtar Thompson	Parent (Vineyard Haven)
Nancy Cole	Parent (West Tisbury)



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133

ERIC T. TURKINGTON
STATE REPRESENTATIVE
BARNSTABLE, DUKES &
NANTUCKET DISTRICT

February 10, 1994

Committees on
Judiciary
Government Regulations

ROOM 138 STATE HOUSE
TEL (617) 722-2396

CHILMARK, EDGARTOWN, FALMOUTH
GAY HEAD, GOSNOLD, NANTUCKET
OAK BLUFFS, TISBURY &
WEST TISBURY

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108

RE: SUPPORT FOR THE FORMATION OF A MARTHA'S VINEYARD CHARTER
SCHOOL

Dear Ms. Robertson:

I have been asked to support a group of educators, parents and community members who have formed a coalition to create a Charter School.

At the current time there are six distinct towns on Martha's Vineyard, each with their own character and five of which have their own K-8 program (one, a one room school, offers K-5). Each of these programs feed into a regional high school with approximately 550 students. There are no other education opportunities for children on Martha's Vineyard. The Charter School would have an open admissions policy, open to children Island-wide. A Charter School would offer to Islanders a new opportunity for educating children and their families.

The proposed Charter School will be stressing the importance of working within the community, through apprenticeships, mentorships or partnerships with working people. Martha's Vineyard is a place rich with cultural and economic diversity. The students in the Charter School will be exploring these independent livelihoods in order to enrich their own sense of who they are and what they want to become.

Drawing from Martha's Vineyard's resources for their education, children will learn to succeed in their own environment and have the strength and security to challenge themselves. It is because of these goals that I support the Martha's Vineyard Charter School Proposal.

Sincerely,

A handwritten signature in cursive script that reads "Eric T. Turkington".

Eric T. Turkington
State Representative

The Vineyard Museum

Dukes County Historical Society

Post Office Box 827

Edgartown, Massachusetts 02539

Telephone: (508) 627-4441

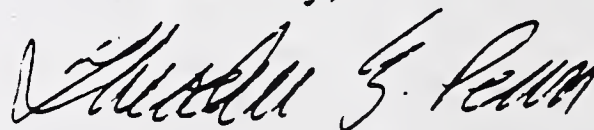
9 February 1994

The Vineyard Museum supports the development of a Charter School on the Island of Martha's Vineyard, as it supports the public regional high school and the lower and middle schools in the six towns. Education is at the forefront of the Museum's mission and for the past two years it has been operating a Children's Gallery where the work of school children speaks for itself. The Museum also is developing a publication program to help children get their work into print as well as on display in the Children's Gallery and, we have begun to think about ways to offer internships to school children as a way of enriching their classroom education.

We are intrigued by the prospect of becoming a partner of the Charter School. Museum's are unique community resources in that they collect and preserve the three-dimensional record of neighborhoods, as well as written records, maps, photographs, and other cultural materials. The Vineyard Museum has wonderful artifact collections in addition to the library and archival collections of the Gale Huntington Library of History. It would be a delight for us to work with the Charter School to find better ways to use our special resources in a community-based education program for Island children.

Martha's Vineyard, with its great number of writer's, artists, musicians, educators and others who, along with the rich resources of its museum, preservation, conservation and other community-based organizations, is an ideal location to establish a Charter School. The Vineyard Museum would be proud to become a partner in such a venture.

Yours truly,



Theodore Z. Penn
Executive Director

Thomas Cooke House, Captain Francis Pease House, Francis Foster Gallery,
Gale Huntington Library of History, Carriage & Boat Shed, Gay Head Light
Cooke and School Streets, Edgartown, Massachusetts

Jirah Luce House Gallery and Art School
Beach Road, Vineyard Haven, Massachusetts



MARTHA'S VINEYARD COMMUNITY SERVICES

Box 369 Vineyard Haven, MA 02568

February 3, 1994

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

I am writing on behalf of community members on the island of Martha's Vineyard who have formed a coalition to begin a Charter School here on the Island.

In my role as Executive Director of Martha's Vineyard Community Services, an umbrella agency providing daycare, mental health counseling, nursing care, special needs and services to women and children who are victims of violence, I can attest to the unique needs of many Islanders who live here year-round.

Dukes County suffers from both the highest rate of unemployment of any county in Massachusetts, as well as the highest levels of cost of living, and it has a limited system of human services, education and job options and especially opportunities for youth.

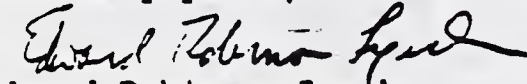
Because we are a summer resort area, the usual myth is that we are all wealthy and famous. Not true.

The idea of a Charter School is especially germane to such an island population. Island youth can learn both traditional and non-traditional skills, e.g., fishing, art, marine, farming, environmental and other knowledge that is not usually associated with traditional curriculum.

A Charter School could develop experience that would make the crucial difference in their ability to continue to live on the Island rather than being forced to move away.

I strongly urge your support of the Martha's Vineyard Charter School proposal.

Sincerely yours,



Edward Robinson-Lynch
Executive Director

cc: Sen. Henri Rauschenbach
Rep. Eric Turkington
Governor William Weld



**Menemsha School
Chilmark School District**

Box 60, State Road
Chilmark, MA 02535

(508) 645-2562

Deborah Maher
Principal

January 31, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Room 1401, McCormack Building
One Ashburton Place
Boston, MA 02108-1696

Dear Ms. Robertson,

I am writing to enthusiastically support the proposal for the Martha's Vineyard Charter School. As an educator who has worked within the Island's public schools since 1974 as a teacher, a staff development director, and a principal, I see the need and desire for an exciting experimental laboratory school, such as the one being proposed.

School choice and a regional approach to education is long overdue on the Vineyard. The educators, parents, and community members collaborating on this proposal are a committed group, dedicated to creating a progressive approach to learning that would be a valuable model for the public schools.

I encourage your serious consideration of the Martha's Vineyard Charter School Proposal as one that would surely succeed and demonstrate a viable educational direction for schools that are able to develop lifelong learners for the future.

Sincerely,
Deborah Maher
Deborah Maher
principal

WAMPANOAG TRIBE OF GAY HEAD
(AQUINNAH)

RR 1, BOX 137, GAY HEAD, MASSACHUSETTS 02535-9701
February 2, 1994

OFFICE (508)645-9265

FAX (508)645-3790

Charlotte Costa
RFD 343-C
Vineyard Haven, MA 02568

Dear Charlotte;

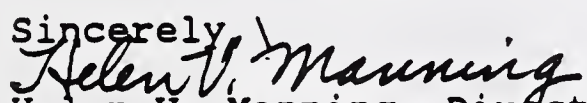
Martha's Vineyard is in need of a Charter School.

Diversity and options unfortunately do not exist for children entering public elementary schools on Martha's Vineyard. There is very little or no opportunity for them to experience an environment that connects the learner's developmental stage, learning style and personality in a challenging and engaging atmosphere. There is no integrated all-island coalition where diversity is celebrated within the unity of a common goal: learning. Opportunities for children from the different towns to get to know one another before they enter high school is experienced not from attendance at a school, but is left to social and extracurricular activities. It is not likely that an environment that connects the learner's developmental stage, learning style and personality will happen in a challenging and engaging atmosphere. Certainly, there is little opportunity for children and the parents of children to be entitled to a voice and a share of ownership in the community's process and decision making. If it were so, this would provide a means of building unity among the island towns because limits set by town and town boundaries do not.

As a Wampanoag, I would like to note that most of the town schools follow curriculums that are very limited when it comes time to note the contributions that the Wampanoags gave to the development of the island of Martha's Vineyard. It is sometimes not clear that the island was once inhabited totally by Wampanoags who had a culture and who are still here. In many instances we are still adhering to our old cultural ways along with living with the dominant society and its controlling ways.

Hopefully, a Charter School would alleviate this void, as well as, knowledge of the rich heritage of the Portugese and the Afro Americans who are long residents here.

~~Much success~~ in your endeavor to create a Martha's Vineyard Charter School.

Sincerely,

Helen V. Manning, Director
Education Department
Wampanoag Tribe of Gay Head/Aquinnah



MARTHA'S VINEYARD REGIONAL HIGH SCHOOL DISTRICT

P. O. BOX 1385
OAK BLUFFS, MASSACHUSETTS 02557
(508) 693-1033

Gregory T. Scotten, Ed D., Principal
W. Dougal Herr, M Ed, Assistant Principal
Kevin J. Carr, M Ed, Voc Ed Coordinator
Margaret E. Serpa, Administrative Assistant

February 3, 1994

To whom it may concern:

As a member of the island's education system, I was excited to hear of the push towards developing a charter school on Martha's Vineyard. I have taught elementary Special Needs for the past three years and am currently a Reading Specialist and English teacher at the regional high school. I also have two children in the system, a junior and a seventh grader.

Our island has changed dramatically in the twenty years since I moved here. A charmingly pokey rural community was surprised in the eighties by an influx of disillusioned yuppies from the city and by the now-grown, well-educated children of summer home owners who chose to make their home here year-round. The appeal was obvious: a safe, community-oriented place in which to raise children, where you knew and cared for, and were cared for by, the same people all your life.

The school system here was caught unprepared for the onslaught and hustled to expand and hire. Every year, it got a little bit better, with the elementary schools adjusting their curriculum to the latest research, for the most part, more quickly than the high school. But there are still gaps, and many children's needs are not met. Each town's elementary school has its own flavor--conservative, progressive, homey, etc.--and that has proven limiting to those in specific towns who would excel in another atmosphere. I saw far too many elementary children labeled "special needs" because they were unchallenged and thus, unmotivated.

We have a great pool of talented, bright, and energetic parents, children and teachers in this community. A charter school on Martha's Vineyard is an idea whose time has come, and I heartily endorse it.

Sincerely yours,

Diana Roberts



**Menemsha School
Chilmark School District**

Box 60, State Road
Chilmark, MA 02535

(508) 645-2562

February 3rd. 1994

Piedad Robertson
Secretary of Education

Dear Ms. Robertson,

We are writing to give our support to a Charter school on Martha's Vineyard.

As School Committee members we understand the need for choices in Education. The school in our town is a small three room school. While we try to provide a good education we can't meet the needs of every student. It is very frustrating watching families move out of town because they have no educational options. A Charter school would provide an option.

Children have different learning styles we need to have public schools that offer different teaching styles.

Respectfully,

The Chilmark School Committee


Seth Mosler
Chairperson


Steve Sinnett


Sally Hasker

P.O. Box 185
West Tisbury
MA 02575
(508 693-2392)
February 11, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Room 1401
One Ashburton Place
Boston MA 02108

Dear Ms. Robertson,

I am writing to add my name to support the group on Martha's Vineyard who want to create a charter school here on the island.

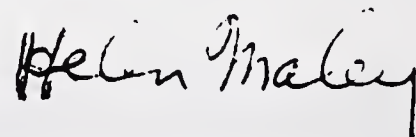
In 1970 I brought a group of Wheelock student teachers to Martha's Vineyard. This was a new project establishing a rural teaching experience for Wheelock students, and an opportunity for students to work in the community as part of their teaching experience. This meant home visits, attending many community meetings, and getting to know the children in their total environment. The students worked in private pre-schools and public elementary schools all over the island.

This successful venture led to the development of a proposal to Martha's Vineyard Community Services and Wheelock College to co-sponsor the Early Childhood Programs as a service to the community. This was accomplished in 1972.

One of the most important out-growths of this program was a series of workshops for parents and teachers. Parents wanted and sought knowledge of child development, how children learn and how they don't learn. Teachers, though not as many, wanted this knowledge too.

I share this brief history with you to demonstrate that the Vineyard is fertile ground for "educational laboratories" and there is a great need for this alternative, especially for our rural public schools - right now!

Sincerely .



Helen Maley.
Associate Professor Emeritus
Early Childhood Education
Wheelock College



MARTHA'S VINEYARD COMMUNITY SERVICES

Box 369 Vineyard Haven, MA 02568

February 2, 1994

To Whom it may concern,

I am writing this letter in support of the group of educators, parents and community members on Martha's Vineyard who have formed a coalition to create a charter school.

I strongly support their philosophy of thematic, integrated learning which prepares students for life beyond the classroom where choice and student interest determine groupings rather than age or ability. Play, sense of humor, trust, problem solving, tolerance, self expression, recognizing feelings and handling them safely, are human qualities that this group values highly and I would encourage as well.

I strongly support as well, their statement that all members of the school community feel encouraged and excited about their talents, abilities and interests and become enthusiastic participants in their own learning.

I believe a Charter school on the Vineyard would be an ideal educational laboratory where educators could investigate methods based on these principles which in turn could be incorporated into the public school system. I support their efforts in this endeavor.

Regards,



Debbie Milne
Director, Early Childhood Programs

Box 129
Vineyard Haven, Ma. 02568
February 2, 1994

To Whom It May Concern:

I am writing in support of the concept of a charter school on Martha's Vineyard. As a special education teacher, I often encounter children who are creative, divergent thinkers who are nevertheless unsuccessful in our classic educational system. Many of these children are gifted in their areas of strength, but considered learning disabled because of specific difficulties in reading, writing, etc.

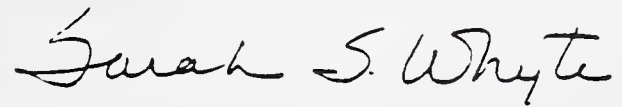
Throughout history we have had divergent, creative thinkers who have made immeasurable contributions to our society. Many of these same people have also been learning disabled. Consider Albert Einstein, Thomas Jefferson, Leonardi DaVinci to name a few. Imagine what would have happened if, instead of labeling Einstein retarded in his early years, we had given him a mentor, and taught him through his strengths instead of monitoring his weaknesses? Imagine how much more he could have contributed? Imagine what would happen if, for example, a child with a visual/spatial gift was allowed to learn by exploring his strength through the arts rather than through his measured weakness?

It is my belief that we do not support many of our most gifted, divergent **thinkers** in our society. Instead, we dwell on what they cannot do, thereby lowering self-esteem and potential dreams. The charter school on Martha's Vineyard would be an opportunity to change this. The school would be geared toward enabling these students to learn in the ways that they learn best. To have such a choice in education could change our view of both the potential of students, as well as the preconceived fabric of special education.

The concept of the charter school submitted by Martha's Vineayrd

could revolutionize our views of education. I urge you to support this dream.

Sincerely yours,

A handwritten signature in cursive script that reads "Sarah S. Whyte". The signature is fluid and elegant, with the first name "Sarah" being the most prominent part.

Sarah S. Whyte
Special Education Teacher
West Tisbury School

West Tisbury School
Old County Road
West Tisbury, Mass. 02575

Ms. Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts

January 25, 1994

Dear Ms. Robertson:

We have read with great interest of the meetings being held regarding a charter school. The group has been meeting since the summer and has continued to gather both interest and momentum. We find their enthusiasm and the possibility of a charter school very exciting.

Having been involved for many years in education, both as parents and as teachers, we realize the great need for different approaches to teaching and learning. A public school is not always able to do this. The schools on the Vineyard are all fine schools - all very different - all with their good qualities. The West Tisbury School, where we teach, is a very innovative school and on the forefront in many ways. But, as teachers, we all see children, for whom an alternative style of teaching/learning would be much better. And for this reason, we ~~wholeheartedly~~ support this energetic group's endeavor in hoping to start a charter school.

Sincerely yours,

Kan W. Fischer - grade 4.
Jed Wentworth - grade 7+8
Lynne Corcoran - Special
Jennifer L. Estabrook - 3
Marilyn Tappin - 1 & 2
John Be...



**Menemsha School
Chilmark School District**

Box 60, State Road
Chilmark, MA 02535

(508) 645-2562

January 31, 1994

Piedad F. Robertson
Secretary of Education
THE COMMONWEALTH OF MASSACHUSETTS
One Ashburton Place, Room 1401
Boston, Mass. 02108

Dear Ms. Robertson:

It is with great enthusiasm that I write in support of the Martha's Vineyard Charter School Coalition. I urge you to endorse their application as well.

I am responding to this exciting educational opportunity from the roles of mother, student and teacher. I originally attended the Charter School meetings this Fall because I am the mother of two children. I live on a family sheep farm in West Tisbury with my husband (a native whose roots go back to the original white settlers) and our two children.

Our fourteen year old daughter, Beatrice, has had a basically positive public school experience thus far. She is a top student in the honors level course of study at the MV Regional High School. Her learning style has clearly "matched" the methods by which she has been taught. She is self motivated and enjoys working hard. Her eleven year old brother's experience at the same elementary school is a different story. Getting him to school was a nightmare. We chose to "give him extra time" in the first grade in hopes that he would adjust. After being tested he

was determined to be "special needs" at the end of that second year in first grade and an IEP was written for the next school year. The tests showed that he is bright (maybe even more so than his older sister) and has auditory processing difficulties. Although the necessary supports eventually helped him, much pain and anguish could have been avoided had he had a different learning environment in which to grow. He did not fare well in a group of 21 students. He takes his time processing things, and many times was simply left in the dust! After becoming a reader at age 9 (and in the third grade) his self esteem began to improve. Last Spring his father initiated an after school apprenticeship with a local boatyard. That experience turned his life around. His passion is boats and there he was actually building and repairing the real thing! I truly believe that had he been offered a more individualized educational program sooner he would be more motivated learner than he is today. The Charter School, as I understand it, could be geared for just such an individual as our son Everett.

Secondly, I am drawn to this opportunity because of my own recent education experience. At age 42 I received my Bachelor of Science in Education degree from Lesley College in August, 1992. I was a student in their MV Outreach Program from November 1989 until my graduation. Much of what I learned in my course of study is embodied in the philosophy of the MV Charter School. The seven guiding principles outlined in the proposal could easily have come from any one college course taken.

I consider myself a "life-long learner". My entry into the field of public school education came later in life than most who choose to become teachers. From 1990-1992 I worked in the W.T. School as a ~~reading/writing~~ tutor and computer mentor. During the 1992-93 school year I taught the third grade for a teacher on leave. This year I am working in the Menemsha School in Chilmark as their Computer Coordinator and Enrichment Teacher. It is a K-5 school comprised of K-1, 2-3-4 and 4-5 classrooms. I have the unique opportunity of working in all three mixed age classrooms. I am able to put myself in the role of facilitator. Much of what I do

is thematic as I work to integrate technology into the classroom. I also enjoy the satisfaction of team teaching. There is great potential to meet more of my personal goals there than in a larger setting. However, the forces of the traditional education model still prevail. I would rejoice at the chance to work in the environment suggested by the MV Charter School.

I am proud of the role my family plays in the island community. My husband and I run a successful art gallery in our home during the summer months. He is a prominent local artist who also maintains the family sheep farm. Prior to moving into the public schools I worked for the Martha's Vineyard Community Services for a number of years. I am acutely aware of the opportunities and limitations Islanders, young and old, have. I am in awe of the work my friends Nelia, Charlotte, Sidney and Paul (among others) have invested in this endeavor. They have willingly made the investment of time in something that we all truly believe in. I urge you to help make the MV Charter School a reality for all of Martha's Vineyard.

Respectfully & Hopefully Yours,

Lynne E. Whiting

Lynne Erickson Whiting
P.O. Box 637
West Tisbury, Mass.
02575
(508) 693-4691

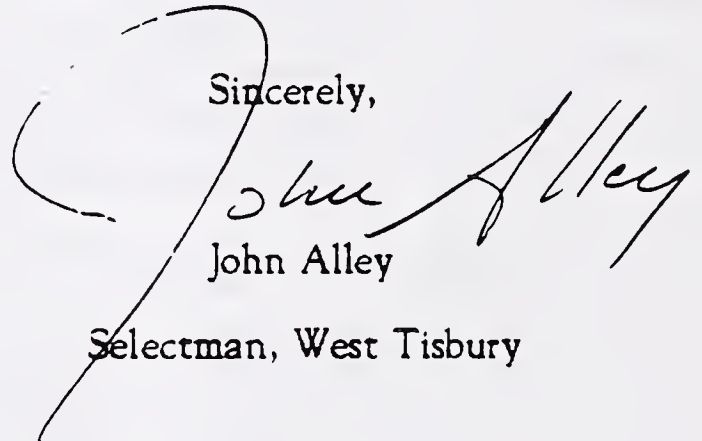
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

I support the formation of a charter school on Martha's Vineyard. I understand the intent of the charter school is to offer children a choice in schooling that is regional in its focus and based on the premis of the community as a lab for learning.

At the present time children are limited to their own town as a choice for schooling, there are no other public options for education. I feel that for education to be truly excellent, choices need to be available for the student.

Sincerely,

A handwritten signature in cursive script, reading "John Alley". The signature is written in dark ink and is positioned above the printed name "John Alley".

John Alley

Selectman, West Tisbury

To whom it may concern-

I am Cleo R. Winsryg-wild
Student of the West Tisbury
School 8th Grade

I would like to go to
charter school because I can
study my favorite subjects
for as long as I want and
I would not have to switch
subjects until I am ready.
Also in charter school you do
more Applied and outdoor
learning.

Sincerely,

Cleo R. Winsryg-wild

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401

February 13, 1994

Dear Ms. Robertson,

I am a Homeschooler on Martha's Vineyard. I have been Homeschooling for one and a half years. I want there to be a Charter School because I want to learn more and be with more kids. I do not want to go to a public school because I don't like their style of teaching. I've always wanted there to be a school like the one the Charter School group here has been planning. I would like to learn more about what interests me, I would be very happy if the Island school got a charter.

Sincerely,
Lily K. Morris



Piedad Robertson
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

February 10, 1994

As the owner and operator of an island business, I support the ideals and goals set forth by the Martha's Vineyard Charter School Coalition. I operate a commercial printshop in Vineyard Haven: it is a year-round business and I have often employed young men and women for short term jobs. The young people I have hired have shown pride and enthusiasm about the work they have accomplished.

I understand that one of the goals of the charter school is to offer students the ability to participate in partnerships, mentorships or apprenticeships in local businesses. I would welcome a program that would give youngsters a way, while in school, to participate in the means of livelihood of the community around them. I would be able to offer graphic design experience, printing (for older students), and experience on various small machines: folding, stapling and copying. The most critical thing I have to offer, however, is the chance for students to participate in a real business and to see how it works, how the adults work with each other and with the job at hand.

Sincerely,

Chris Decker
President

PARENT TRADING CO.

February 12, 1994

BOX 1768 CHURCH STREET
VINEYARD HAVEN, MA
02568

Ms. Piedad Robertson
Secretary of Education
One Ashburton Street
Boston, MA

Dear Ms. Robertson,

I have been the proprietor of Parent Trading Company for ten years. The goal and philosophy of our store is to promote child-centered learning and to help to supply the tools that foster the growth of imagination and independent thinking-toys that are powered by the child's mind. Our store has also become a network center for sharing of thoughts and ideas. Education and the needs of children growing up on the vineyard are frequent topics of conversation. I would be happy to participate in a program of apprenticeship as outlined in the Martha's Vineyard Charter School proposal. I believe that hands on learning best prepares the child for life's journey.

For the past year we have sponsored a child-directed entrepreneurial group called The Kid's Coop. (See attached brochure). The members who vary in age from 8-15 designed their own logo, created their own membership criteria, and perform numerous tasks in running this mini-business including balancing their own checkbook. They are engaged, learning, and energetic and have taught me as much as I have taught them.

Parent Trading Company would welcome the opportunity to work with students who are encouraged to become interested and active members of their community.

I support the Martha's Vineyard Charter School.

Sincerely,



Martha Thurlow
Proprietor

• We reserve the right to limit the number of artists selling similar crafts and artwork. We will make an effort to rotate all work on a reasonable schedule to allow everyone a chance to display their goods.

• If an item has been in the co-op for more than a few weeks, we may ask you to take it back and to try resubmitting a new creation or different design.

We will make every effort to sell what you bring in. However, sometimes we may use our experience to tell us that an item needs a little more work or a few more final touches.

Please accept our positive critiquing in a way that benefits the concept of the whole co-op.



WELCOME!

The KID'S co-op is located at PARENT TRADING CO., on Church St. in Vineyard Haven. Church St. is located just off Upper Main Street after Raising Day. You can look for our unique collection just to the right as you walk in the door.



If you have any questions or suggestions, please do not hesitate to contact us at

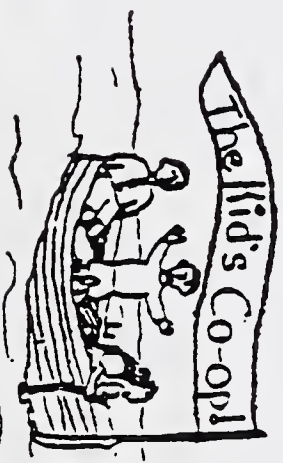
THE KID'S co-op

Church St.

P.O. Box 1955

Vineyard Haven, Ma. 02568

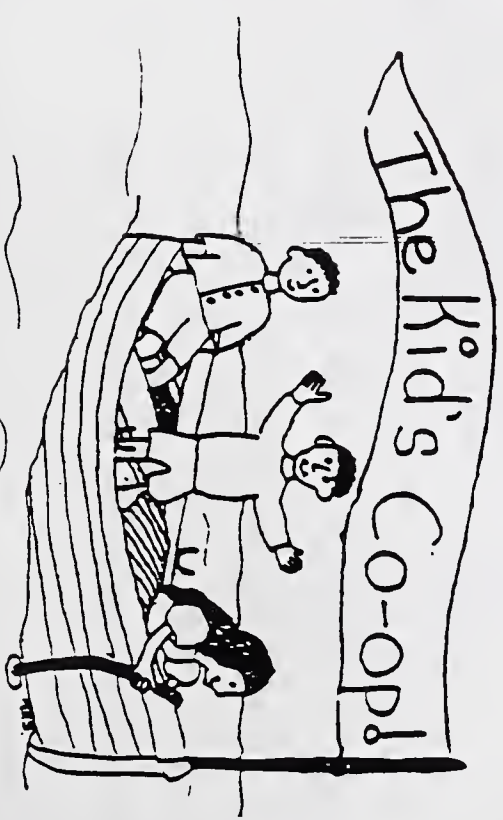
508. 693. 5085



WELCOME

to
the

KID'S Co-op



We are a group of kids who are selling our handmade items at Parent Trading Co. on Church St. in Vineyard Haven. We make the items and we run the KID's co-op corner of the store. In addition to our creative members, our core group of organizers includes kids who are interested in the organization and decision-making process as well as kids who's roles include treasurer, secretary, and graphic arts/display designer.

Please let us know if you would like to become involved or would like to know more about us.

We are committed to creating a variety of crafts for all to enjoy while we learn about the art of community and running a business.



You can become a member of the KID's co-op by doing all of the following 3 things:

- ① Bringing in your craft items to sell.
- ② Attending group meetings.
- ③ Paying a membership fee of 4.00

After one month of active membership you will be eligible for certain membership benefits.

Discounts at various island suppliers will be available to you when you show your KID's co-op membership card. (For example, if your purchases are related to items you're making for the KID's co-op you can receive a 25% discount off craft supplies at Parent Trading Co., Beadniks, etc.). We will keep you informed of the discounts as our list continues to grow.



• One day a week will be designated as a drop off day or question + answer day. A KID's co-op member will usually be available to help you sign in, determine price, and to display your creations. This is also a good time to ask any questions you may have.

• We ask that each crafts person bring in only about 5 items at a time. We can call you to restock as necessary.

• Please spend a little time before you come in thinking about what you'd like to charge. We can help by letting you know what we've learned from our experience as well.

• 10% of all sales go to the general fund for operating expenses, otherwise the profits are all yours.



RUFUS W. PEEBLES, JR. Ed.D.
P.O. Box 338
West Tisbury, MA 02575
508 693-5100

Ms. Piedad F. Robertson
Secretary of Education--Commonwealth of Massachusetts
1 Ashburton Place
Boston, Massachusetts 02108

Dear Secretary Robertson,

We are writing to support the application of the Martha's Vineyard Charter School. My wife and I are psychotherapists, practicing in West Tisbury on Martha's Vineyard. As professionals in mental health, we have worked with students and their parents in the five years since we moved here from Cambridge. We clearly see the need for alternative educational opportunities for the children of the Island.

As you may know, the vineyard has a quasi-rural environment which attracts thousands of summer visitors--some of whom possess great wealth. In contrast, Dukes County has in the past had the lowest per capita income in the Commonwealth. In addition, many of the families do lead insular lives.

To live here after high school requires a particular kind of independent thinker. This independence might allow the high school graduate to make it--financially, socially, professionally, and emotionally. To prepare students to leave the Island to continue education after high school, also requires independent thinking and the self-assurance which comes from self-knowledge. The schools here are quite traditional and often do not meet these needs of intellectual, emotional, and interpersonal growth.

The children and their parents are then faced with unsatisfactory choices. Either the ~~entire~~ family must leave the island. Or the student must leave the island to attend private and often boarding school. This separates the child from the family, friends, home, and other supports in order to find an alternative educational environment. We have seen this happen with clients, and the process was painful, harmful, and ultimately inappropriate for the student--and for the family as well. Finally, only a very few families can afford private school tuition, which further exacerbates the problem.

Both of us are teachers as well as psychotherapists. We have taught

college and graduate school students, and Susan is also a licensed elementary school teacher. As professionals, we support the concept of promoting independent learning styles which the Martha's Vineyard Charter School would do.

We are participating in the community meetings which the Charter School group has sponsored. These meetings have been publicly advertised and are open and inclusive. Participants have included people from all six of the Island towns and from a cross section of socioeconomic and cultural backgrounds. The tone set by the leadership, which was open to anyone who could devote the time and energy to the task, has been supportive of hearing all views, feelings, and ideas. As a result, we are excited about the educational opportunities this school can offer our daughter, a second grader, and all the students who would learn there.

We see and support the vision, dedication, and commitment to educational excellence which the parents, community members, and teachers are using as they work to make this school happen.

Because we live on an island, a Charter School can make a significant impact on the other public schools here--the five elementary schools and the high school. The Charter School group is dedicated to stimulating new programs and supporting innovations in every aspect of the educational program. Parents and teachers are ready to work together and to listen to the students as well to develop new opportunities and more options for students within this school.

The Board of Trustees and the community will not only tolerate but will encourage the Charter School to experiment with alternative methods of school structure and management. People are enthusiastic about working more in multi-age and grade groups within the school. We believe that we will develop management styles and programs which will be both more effective and efficient and at the same time less expensive than in traditional schools.

We are convinced that by supporting and demanding change and innovation, students will feel more control and responsibility for their own education. This empowerment will be reflected in the performance of the students. Their education will be both exciting and productive. The students will learn the traditional information that one needs but will also learn to be autonomous thinkers who know themselves emotionally and intellectually.

Everyone in the community will be held accountable for the performance of the school. This includes not only teachers and administrators, but parents, students, and interested community members as well.

We also believe that the success of the innovations which the Martha's Vineyard Charter School would accomplish could be translated into public education in the rest of the Island as well as possibly the Commonwealth. In addition, because of our physical isolation, the Martha's Vineyard Charter School offers the entire charter school program a special opportunity for examining innovation and change. The expertise and enthusiasm of the group working on the Charter School here will ensure its success.

We hope you will decide to grant a charter to the Martha's Vineyard Charter School.

Sincerely,



Susan Feldsmith Peebles M.P.S. and Rufus W. Peebles, J.D. Ed.D.

P.O. Box 2671
Edgartown MA 0253
January 12, 1994

Martha's Vineyard Charter School

To whom it may concern:

I am writing this letter in support of the proposal for a Charter School on Martha's Vineyard. Although there are some good elementary schools on the island, depending on which town one lives in, there is no alternative to standard public education.

I have two children. One can fit into any situation and do well, but can really soar when given some challenges. My other child has much more of a creative flair and has a learning style which does not easily fit into sitting at a desk. One of the main problems I see in the public schools is that the theories of developmentally appropriate practice, which are fully recognized as important for all children and throughout childhood, seem to end in kindergarten.

I am very much in favor of seeing a program which would provide more focus on children's individual learning styles and allow the children to be actively involved in their own educational process.

You have my full support and I would like to offer any help I can in making the Martha's Vineyard Charter School become a reality for our children.

Sincerely,

Arton Thompson

Secretary of Education
Executive Office of Education
One Ashburton Place
Boston, MA

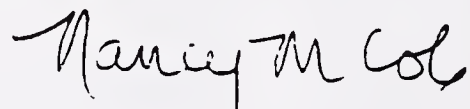
Dear Ms. Robertson,

I am writing as the parent of a first grader and a pre-schooler, in support of the Martha's Vineyard Charter School proposal. This school, if chartered, will provide this island community with a much needed alternative and give students and parents choice in how the children will be educated. Because we are on an island and physically isolated, we don't really have any choice in where our children go to school.

This proposed charter school will maximally allow for the wide differences between children, in learning styles and needs, interests, strengths and weaknesses.

We are very excited by the prospects of this charter school and urge you to consider this proposal favorably.

Yours,



Nancy Cole
RFD Box 733
Vineyard Haven, MA 02568

RUFUS W. PEEBLES, JR. Ed.D.

P.O. Box 338

West Tisbury, MA 02575

508 693-5100

Ms. Piedad F. Robertson
Secretary of Education--Commonwealth of Massachusetts
1 Ashourton Place
Boston, Massachusetts 02108

Dear Secretary Robertson,

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Both of us are teachers as well as psychotherapists. We have taught

college and graduate school students, and Susan is also a licensed elementary school teacher. As professionals, we support the concept of promoting independent learning styles which the Martha's Vineyard Charter School would do.

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We see and support the vision, dedication, and commitment to educational excellence which the parents, community members, and teachers are using as they work to make this school happen.

Because we live on an island, a Charter School can make a significant impact on the other public schools here--the five elementary schools and the high school. The Charter School group is dedicated to stimulating new programs and supporting innovations in every aspect of the educational program. Parents and teachers are ready to work together and to listen to the students as well to develop new opportunities and more options for students within this school.

The Board of Trustees and the community will not only tolerate but will encourage the Charter School to experiment with alternative methods of school structure and management. People are enthusiastic about working more in multi-age and grade groups within the school. We believe that we will develop management styles and programs which will be both more effective and efficient and at the same time less expensive than in traditional schools.

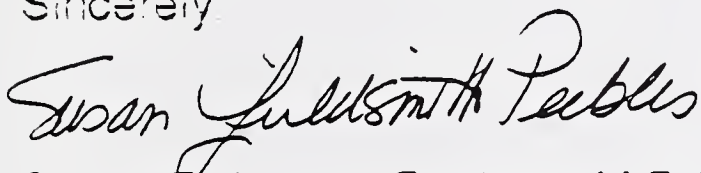
We are convinced that by supporting and demanding change and innovation, ~~students will feel~~ more control and responsibility for their own education. This empowerment will be reflected in the performance of the students. Their education will be both exciting and productive. The students will learn the traditional information that one needs but will also learn to be autonomous thinkers who know themselves emotionally and intellectually.

Everyone in the community will be held accountable for the performance of the school. This includes not only teachers and administrators, but parents, students, and interested community members as well.

We also believe that the success of the innovations which the Martha's Vineyard Charter School would accomplish could be translated into public education in the rest of the Island as well as possibly the Commonwealth. In addition, because of our physical isolation, the Martha's Vineyard Charter School offers the entire charter school program a special opportunity for examining innovation and change. The expertise and enthusiasm of the group working on the Charter School here will ensure its success.

We hope you will decide to grant a charter to the Martha's Vineyard Charter School.

Sincerely,



Susan Fieldsmith Peebles M.P.S. and Rufus W. Peebles, J.D. Ed.D.

Pietra F Robertson
Secretary of Education
One Ashburton Place, Room 401
Boston, MA 02108

February 7, 1994

Dear Ms Robertson,

As a member of the Junior class at the Martha's Vineyard Regional High School, I feel that I am qualified to express my convictions concerning traditional schooling.

After attending a small, private school in Boston focusing on academics I was fortunate enough to enter the West Tisbury School whose primary focus was creative learning. There was a definite emphasis placed on the personnel relationship between the teacher and student. Teachers were addressed by their first names, as friend would be. The teachers at the West Tisbury School have a true relationship with their students beyond the classroom. They are sensitive and concerned for each child, which as I traveled to the secondary level of education I found that the personnel aspect was definitely lost. The relationship between the student and teacher is one of the most fundamental is a child's learning experience, and I feel that this has been lost in the public school systems of the present.

At the conclusion of your high school career you are required to earn a certain number of credits each year and attend particular classes. Although, I believe that certain classes should be required studies, such as English, World History, American History, Geography, Science; I also think that students should be required to attend classes in Foreign Language.

creative art, and the Humanities. Students seldom journey beyond the required material, partly because they are only interested in fulfilling requirements and partly because students are not encouraged enough.

From my experience in the education system of Massachusetts, I feel that a non-traditional form of education would be beneficial, not only for the students but the community, as well. The island of Martha's Vineyard is a unique community, therefore it is only logical to offer a unique form of education.

In my strongest of convictions, I think that a charter school on the Vineyard would provide a greater overall education experience involving our environment and community. The one thing I hope the charter succeeds in is relating the love of learning, the freedom of the creative mind and the courage to explore the unfamiliar, throughout all areas of life.

Sincerely Yours,

Gabrielle Whitcombe
Moshup Trail
Gay Head, MA
02535



West Tisbury School

P.O. Box 250
Old County Road
West Tisbury, MA 02575
(508) 693-9799
Fax (508) 693-9750

ROBERT TANKARD
Principal

JOY ROBINSON-LYNCH
Counselor

February 12, 1994

Piedad F. Robertson
Secretary of Education
One Ashburton Place, room 1401
Boston, Ma. 02108

Dear Ms. Robertson:

I am writing to you to support the application of the coalition of educators, parents and community members who wish to create a charter school on Martha's Vineyard.

I have spoken to members of this group and I am pleased to hear of their energy and commitment to provide an alternative program that will be available to all island children. Currently the island provides one model of education in its schools, with slight variations. These offer good and improving programs. The island has seen enormous population growth over the last ten years. This school alone has tripled in size. That population growth has not just been in number, but brought more diversity to the schools. It is difficult for schools to respond quickly to their changing size and complexity. It is time to offer families choice in educational style and philosophy.

I believe a charter school as described could respond well both to the individual learning needs of its students, and to their need to be part of an all-island community, instead of divided by residency in separate towns. I commend the group for creative solutions to issues of engaging and challenging learners and I am excited by their use of the community at large as a laboratory.

I know ~~the~~ members of this coalition to be intelligent, hard working, committed, knowledgeable, and most importantly, experienced and creative as educators. It is without reservation that I support their application.

Sincerely,


Joy Robinson-Lynch
Counselor



West Tisbury School

P.O. Box 250
Old County Road
West Tisbury, MA 02575
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Sincerely,


Joy Robinson-Lynch
Counselor

Dear Mom,

I'd like to be on the charter
school kids comedy
and go to the charter
school I hope they do
it It seems

fun

Love

Blanche

ded a he w
A Slocum completed his three year journey aboard the 36 foot sloop Spray in 1898. Later, at his West Tisbury farm, he wrote the best-selling book, *Sailing Alone Around the World*. Ever restless, in 1909 he set sail from the Vineyard for South America, and was never seen again.

Photographs courtesy of the
Dukes County Historical Society.

Tucker
A century h cen-
tury patent in-
cine king, became one of
Oak Bluffs' most prominent
citizens. President Ulysses
S. Grant, upon visiting the
Island in 1876, watched
fireworks from the doctor's
house on Ocean Avenue,
which was often a gather-
ing place for the town's
influential leaders.

THE ALCONQUIN INDIANS called the island "No-ops," meaning "amid the water." Others called it "Cape-wick," spelled many different ways. A Viking narrative in 1006 noted it as "Straumei," or "the stream island," referring to the peculiar opposing tidal currents of Vineyard and Nantucket Sounds. Giovanni da Verrazano named it "Luise" for the French king's mother in 1524, but Mercator the map-maker mistakenly recorded it as "Claudia." The name of Martha's Vineyard was bestowed in 1602 by Bartholomew Gosnold, in tribute to his daughter Martha and the profusion of wild grapes he found growing here.

THE VINEYARD'S worst shipwreck occurred near Gay Head on January 18, 1884, when the 275-foot luxury steamer City of Columbus, en route from Boston to Savannah, ran aground upon the rocks of Devil's Bridge. Gay Head Indians led the heroic rescue effort, battling high seas and cold winds to save 29 men. 103 lives were lost.



TUCKER



THE WATERS OF Vineyard Sound were among the most heavily traveled in the world, second only to the English Channel. Nearly all ships sailing between Boston and New York or ports beyond passed through the Sound, until the Cape Cod Canal was opened in 1914.

A well-known to locals and visitors alike in the 1860s and 70s. The eccentric Miss Luce sold decorated pamphlets of her poetry, along with postcards of her beloved bantam, to tourists who stopped in West Tisbury en route to the cliffs at Gay Head.



LUCE



MARTHA'S VINEYARD

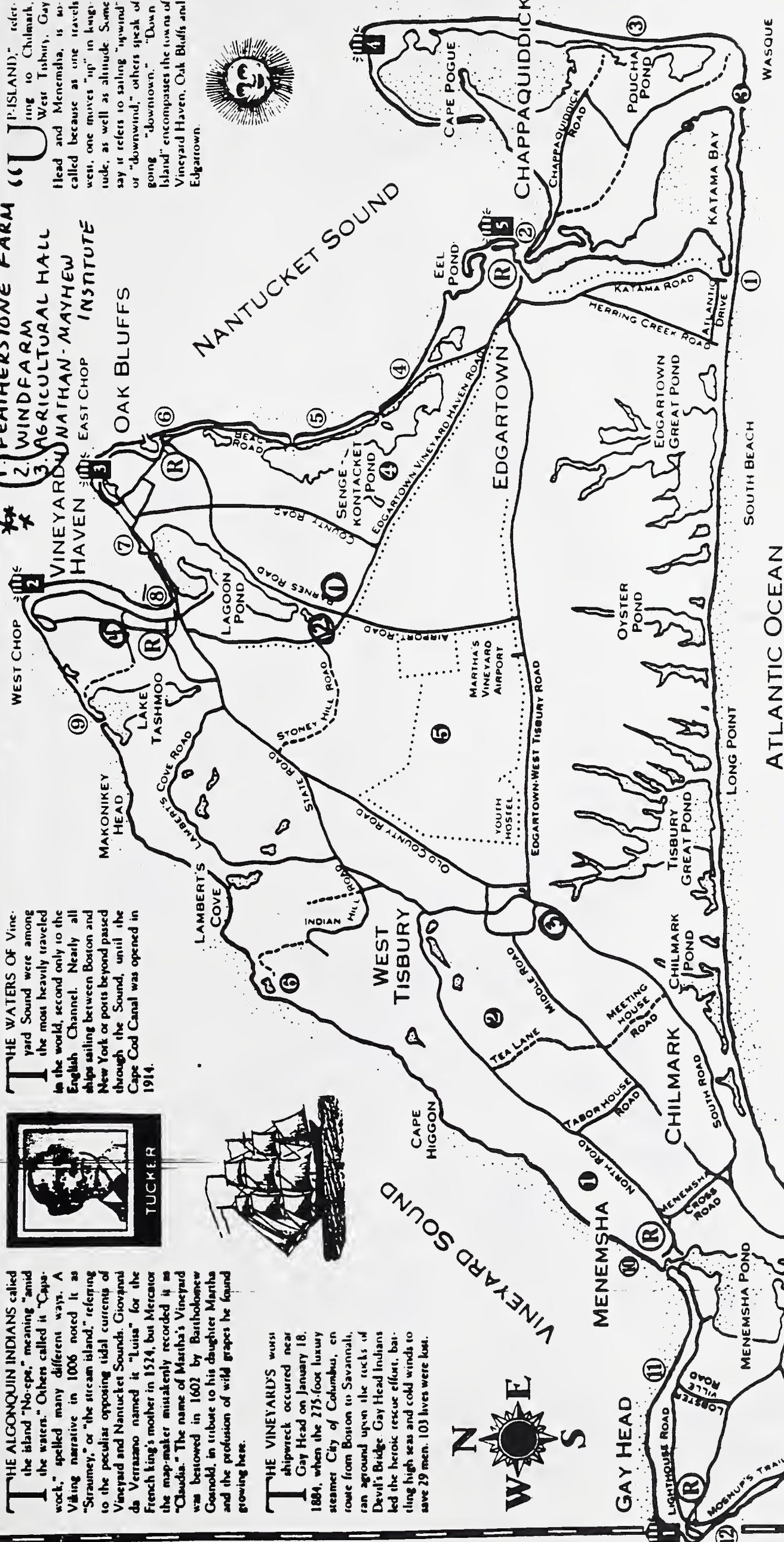
leads o local f
A together and lived in a community tents. Today, the Martha's Vineyard Can Meeting Grounds is home to the colorful array of gingerbread houses that replace the tents, and the huge wrought iron T. E. Canale (1879) where they worshipped. Each summer on Illumination Night, the crowds are festooned with Japanese lanterns.

- 1. FEATHERSTONE FARM
- 2. WINDFARM
- 3. AGRICULTURAL HALL
- 4. VINEYARD NATHAN-MAYHEW HAVEN
- 5. EAST CHOP
- 6. OAK BLUFFS

"UP-ISLAND," referring to Chilmark, West Tisbury, Gay Head and Menemsha, is called because as one travels west, one moves "up" in longitude, as well as altitude. Some say it refers to sailing "upwind" or "downwind," others speak of going "downtown." "Down Island" encompasses the towns of Vineyard Haven, Oak Bluffs and Edgartown.



NANTUCKET SOUND



PUBLIC BEACHES

- 1 SOUTH BEACH
- 2 Lighthouse Beach
- 3 East Beach
- 4 Bend in the Road Beach
- 5 State Beach
- 7 Eastville Beach
- 8 Owen Park
- 9 Herring Creek Beach
- 10 Menemsha Beach
- 11 Lobsterville Beach

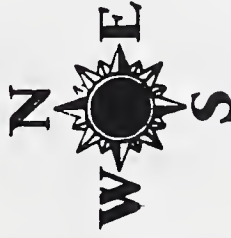
LIGHTHOUSES

- 1 Gay Head Light
- 2 West Chop Light
- 3 East Chop Light
- 4 Cape Pogue Light
- 5 Edgartown Light

SPECIAL CONSERVATION LANDS

- 1 Menemsha Hills Reservation
- 2 Waskosim's Rock Reservation
- 3 Waskosim's Reservation
- 4 Felix Neck Wildlife Sanctuary
- 5 Manuel F. Correllus State Forest

- BIKE PATH
- PUBLIC



APPENDIX K FEATHERSTONE FARM LOTS 1-4

X M.V.
ARENA

PLAN OF LAND
IN

OAK BLUFFS, MASS

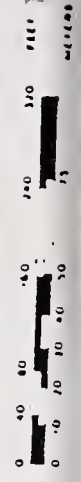
PREPARED FOR

WILLIAM H.Y. STEVENS

SCALE 1" = 80' MARCH 2, 1992

SCHOFIELD, BARBINI & HOELM, INC.
CIVIL ENGINEERS & LAND SURVEYORS
STATE ROAD, P.O. BOX 339, VINEYARD HAVEN, MA 02568

LET 11111111
1st 21 24
Denotes Oak Bluffs Assessors
parcel number
denotes ditch line or concrete
boundary found unless noted
denotes sign post found unless
noted
denotes fence



Nancy Douthett & Arlene Bodge 1st 21

LOT 4
16th, 5th & 6th Parcels
Book 371, Page 733
10.88 AC

X Island Elderly Housing, Inc.
1st 21

X MARTHA'S VINEYARD
COMMUNITY
SERVICES

X
Toward this party
bearing from
1st 21

LOT 1
1st 21 Parcel
Book 371, Page 733
9.82 AC

ROAD

OLD HOLMES HOLE (Ditch 6' wide)

Stephen H. Dorton
1st 21

Marc H. Monover
1st 21

Donal T. Seaton, Jr.
Catherine McDonald
1st 21

Lewis J. A.
Deborah A.
1st 21

Patricia L. Blakesley 1st 21

Samuel C. & Gloria M.
Bullock 1st 21

Alfred C. & Olga
Camp 1st 21

LOT 3
1st 21 Parcel
Book 371, Page 733
2.08 AC

LOT 2
1st 21 Parcel
Book 371, Page 733
1.44 AC

BARNES ROAD (PUBLIC - 60' WIDE)

LAGOON

3106 32

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